DOCUMENT RESUME

ED 178 408 SO 012 068

TITLE	Social Studies Scope and Sequence Guidelines: Implementing the State Framework, K-12. Publication No. GC-64.
INSTITUTION	Los Angeles Unified School District, Calif.
PUB DATE	77
NOTE	225p.
AVAILABLE FROM	Los Angeles Unified School District, District Publications, 450 N. Grand Avenue, Room G-230, Los Angeles, California, 90012 ($2.50)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Concept Teaching; Curriculum Development; *Educational Objectives; Elementary Secondary Education; Interdisciplinary Approach; *Learning Activities; Personal Values; Skill Development; *Social Sciences; *Social Studies; Social Values

ABSTRACT

The booklet outlines skills, objectives, and activities for K-12 classroom teachers to consider as they develop and implement social studies programs. The document is presented in two major parts. Part I identifies major social studies objectives, including to help students develop understandings based on social science data and concepts, reinforce social science work study skills, increase respect for cultural differences, clarify personal values, reflect upon social values, and participate intelligently in society. Within these general categories, teachers are directed to plan activities which will help students recall information, deal with specifics, analyze political and economic influences, and prepare appropriate solutions to suggested problems. Part II presents sample lesson outlines and skill charts organized by grade level. Topics include citizenship rights and responsibilities, obtaining goods and services, community groups, regions of California, the industrial revolution, ancient civilizations, and the United States Constitution. For each unit, information is presented on objectives, general and specific ideas, evaluation strategies, materials needed, and lesson sequence. Activities involve students in class discussion, role playing, devising rules, writing stories, locating information in textbooks, working with maps and globes, writing letters to companies and government agencies, and participating in field trips to community museums, libraries, and organizations. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SP012068

ED178408

OCT 29 A

SOCIAL STUDIES SCOPE AND SEQUENCE GUIDELINES

Implementing the State Framework, K-12

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Joseph P. Linscomb

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

An Instructional Bulletin
With Illustrative Units and Lesson Outlines

LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Planning Division
Publication No. GC-64 1977

FOREWORD

This instructional bulletin was prepared by the Social Studies Project Development Committee in the spring of 1977 to supplement the 1975 State Framework for the Social Sciences.[1] The specific purposes are to:

1. Provide a description of the areas of study and settings for Social Studies instruction.

2. Clarify specific work-study skills included in the State Framework and assign an instructional level to each, in a way that correlates with the work of task forces in other subject fields.

3. Discuss the goals of the State Framework in a manner that would be useful to the teacher, either in planning lessons and units or in selecting instructional materials.

Goals of social sciences education are included in the following statement of the Framework:

"In Kindergarten through Grade Twelve, students will be provided programs in the social sciences which will be directed toward the achievement of civic competence. The social sciences programs will be planned to:

"I. Enable students to develop understandings based on data, generalizations, and interdisciplinary and disciplinary concepts drawn from the various social sciences, including anthropology, economics, geography, history, political science, psychology, and sociology.

"II. Enable students to develop and practice a variety of intellectual and work-study skills appropriate to the social sciences.

"III. Enable and encourage students to understand and respect individual and cultural differences and similarities.

"IV. Enable students to reflect on society's values and encourage each individual to develop and clarify a personal set of values.

"V. Enable students to participate in activities in the society as individuals and as members of groups.

"These goals will be implemented through selected studies of human experience in American cultures and societies, both within the United States and the other Americas; European societies; African societies; Asian societies; Middle Eastern societies; and other societies in the Pacific region. Such studies will stress an interdisciplinary focus in Kindergarten through Grade Eight and may be both interdisciplinary and disciplinary in structure in Grades Nine through Twelve."

[1]Social Sciences Education Framework for California Public Schools, Kindergarten and Grades One Through Twelve. Sacramento: California State Dept. of Education, 1975

Skill areas are presented in charts in the second part of this instructional bulletin. In using these charts, the reader should note the spacing between the grade levels at the top of the page and the proficiency levels below. It must be kept clearly in mind that the proficiency levels do not correspond to specific grade levels. Each student in a given class may be found to have mastered each skill at a different level. It is quite possible that a student in the 6th grade will be at the junior high level in listening/speaking skills, at a late intermediate level in reading skills, and an early intermediate level in mathematical and map skills. The appropriate objectives for a student would be those immediately above the student's level of present mastery.

Accompanying the second section of this bulletin is a series of unit plans and lessons for use at various grade levels. The series is not complete but merely provides examples to show how the concepts, processes, and skills may be incorporated in teacher planning.

CONTENTS

	Page
FOREWORD	iii
ACKNOWLEDGMENTS	vi
PART I: GOALS OF SOCIAL SCIENCE EDUCATION	1
THE FORMATION OF CONCEPTS	2
THE DEVELOPMENT OF INTELLECTUAL AND WORK-STUDY SKILLS	3
RESPECT FOR DIVERSITY	5
FORMATION OF POSITIVE VALUES	8
SOCIAL PARTICIPATION IN OUR AMERICAN SOCIETY	10
PART II: SKILLS CHARTS WITH RELATED STUDY UNITS AND LESSONS	14
ELEMENTARY SCHOOL CLASSROOMS	
Grade 1	18-28
Grade 2	30-43
Grade 3	30-31, 44-52
Grade 4	54-66
Grade 5	54-55, 68-78
Grade 6	80-92
JUNIOR HIGH SCHOOL CLASSROOMS	
Grade 7	94-104
Grade 8	95-95, 106-116
Grade 9	94-95, 118-125
SENIOR HIGH SCHOOL CLASSROOMS	
Grade 10	126-127
Grade 11	128-137
Grade 12	128-129, 138-143

ACKNOWLEDGMENTS

The contributions of the members of the Social Studies Project Development Committee are gratefully acknowledged. Committee members were as follows:

Margaret Allen, Teacher Adviser, Area A
Raul Arreola, Mexican American Education Commission
George Arnerich, Nimitz Junior High School
James Baldwin, Teacher Adviser, Area K
Joyce Barnes, Sunland School
Douglas Blakely, Teacher Adviser, Area D
Willa Davis, Teacher Adviser, Area C
Rudell Freer, Cohassett Street School
Bernice Hallam, Yorkdale School
John Howell, American Indian Education Commission
Marv Katz, Monroe High School
Kay King, Community Representative
Barbara Langford, Teacher Adviser, Area E
Debbie Leidner, Teacher Adviser, Area L
Herbert Leong, Asian American Education Commission
Raymond Lopez, Teacher Adviser, Area G
Joann Morris, American Indian Education Commission
Ronald Oswald, Belmont High School
Dr. Rosemarie Phillips, 93rd Street School
Virginia Pope, Teacher Adviser, Area J
Virginia Rettinger, Reseda High School
Mel Rosen, Kennedy High School
Seth Shapiro, Student, Taft High School
Esther Taira, Lincoln High School
Chere Talbert, Teacher Adviser, Area F
Polly Vickers, Topeka Drive School
Dr. Natalie Joy Ward, Sepulveda Junior High School
Katie Webb, Community Representative
Darlene Wilson, Westwood School

The members of the Project Development Committee devoted many hours to a most difficult task that had to be accomplished during a brief period. They and other personnel contributed invaluable assistance to the project.

Particular gratitude is conveyed to AUGIE HERRERA and GORDON WILK who, as Teacher Advisers, Instructional Planning Division, provided leadership in the development of the scope and sequence publication.

JOAN DOWNEY and ROBERT KISKADDEN
Instructional Specialists
Instructional Planning Division

APPROVED:

NORMAN H. ROSSELL
Assistant Superintendent
Instructional Planning Division

JOSIE G. BAIN
Associate Superintendent
Instruction

Copyright © 1977
Los Angeles Unified School District

PART I: GOALS OF SOCIAL SCIENCE EDUCATION

GOAL: THE FORMATION OF CONCEPTS

Eighteen concepts are included in the State Framework for study throughout the grades. The list includes:

CITIZENSHIP	CULTURE	MULTIPLE CAUSATION
JUSTICE	DIVERSITY	INTERDEPENDENCE
FREEDOM	ENVIRONMENT	SCARCITY
TRUTH	RESOURCES	PROPERTY
MORALITY	NEEDS/WANTS	AUTHORITY/POWER
CONFLICT	CHANGE	SOCIAL CONTROL

Each of the interdisciplinary concepts listed above is derived from more than one of the social science disciplines (anthropology, economics, geography, history, political science, psychology, and sociology) and is fundamental to a study of the individual, social groups, and their supportive cultures. These concepts should be developed with increasing complexity from one grade to the next, using a variety of settings.

Effective social studies programs should be planned around concepts and generalizations - the "big ideas" that assist pupils to understand, organize, and explain social data and predict social phenomena. Concepts--unlike facts--are not limited to specific instances or settings. They encompass and provide meaning to a large and ever-expanding body of information. They are infinitely less numerous than facts and more easily transferred to different situations and extended as new facts and data become known.

GOAL: THE DEVELOPMENT OF INTELLECTUAL AND WORK-STUDY SKILLS

Programs for social science education will include the development and practice of a variety of intellectual and work-study skills. Among these are the skills of critical thinking; recognizing, clarifying, managing, and resolving problems; and developing and using work-study skills (i.e., outlining, summarizing, charting, using an index and table of contents, dictionary use). Areas of social valuing also are included in this section.

The development of intellectual and work-study skills is complex and, for most students, is not acquired easily or quickly.

The following levels of thinking should be introduced in the early elementary grades and be reinforced throughout the pupil's school years. The level of difficulty will vary with pupil maturity and achievement.

Teachers should plan activities in the following areas of thinking:

I. KNOWLEDGE

A. The ability to recall information.

B. The ability to deal with specifics (i.e., customs, trends, classification, criteria, and methodology).

C. The ability to deal with abstractions (i.e., principles, generalizations, theories, structure).

II. COMPREHENSION

A. The ability to translate information from one level of abstraction to another.

B. The ability to extrapolate - to infer unknown data from known data (i.e., predicting trends, identifying tendencies).

C. The ability to make interpretations of data.

III. APPLICATION

A. The ability to apply generalizations to specific situations.

B. The ability to detect when generalizations are not applicable to a specific situation.

C. The ability to detect when more and better data are needed.

IV. ANALYSIS

The ability to study a problem in light of knowledge of its parts (i.e., elements, relationships, organizational principles).

V. SYNTHESIS

A. The ability to combine new or learned elements into an original whole.

B. The ability to devise a plan or a proposed set of operations.

C. The ability to develop a plan or process and predict outcomes.

VI. EVALUATION

A. The ability to judge in terms of evidence or criteria.

B. The ability to locate fallacies in an argument.

GOAL: RESPECT FOR DIVERSITY

The program for Kindergarten and Grades 1-12 originates from considerations wider than the concern for the experience of any single group in American life. Groups and individuals do not exist in isolation. A recognition and an appreciation of the diversity of groups in our society are basic to effective interaction among individuals and groups in our nation and the world.

A major goal of the social sciences curriculum should be to help all students understand the experiences -- past, present, and future -- of selected social groups and to evaluate and choose the values and lifestyles that will shape their lives.

The State Framework states: "The social sciences program in Kindergarten through Grade Twelve will enable and encourage students to understand and respect individual and cultural differences and similarities." To implement this goal, the following guidelines should become part of the social studies program <u>at all levels</u> with the clear understanding that these objectives will be:

1. Part of the regular ongoing program.
2. Introduced at the student's level of comprehension.
3. The basis for a <u>cross-cultural</u> approach to teaching any and all social studies curriculum.

Teachers should understand that the following objectives are relevant to all grade levels:

A. <u>Maturing in the understanding of one's self, students will show evidence of</u>:

1. Developing self-esteem and pride.
2. Understanding individual behavior.
3. Clarifying their own ethnic and cultural identities.
4. Understanding their diverse roles within their ethnic culture and how to function effectively within other sub-cultures.

B. <u>Maturing in the understanding of concepts basic to the understanding of others as individuals and as members of groups, students will show evidence of</u>:

1. Understanding such concepts as cultural pluralism, diversity, multiculturalism, ethnicity,

racism, sexism, prejudice, equality, equal opportunity, sub-cultures, assimilation, discrimination, migration, and stereotyping.

2. Understanding the root cultures from which various groups have developed.

3. Understanding the total cultural experience and heritage of various groups (i.e., arts, religion, philosophy, customs, traditions, and history).

4. Recognizing that all cultural groups undergo change.

5. Understanding that all individuals belong to many groups.

6. Understanding both the diversity that exists within cultural, racial, and ethnic groups and the basic values that unify such groups.

7. Understanding and appreciating the multicultural origins of the United States.

8. Realizing that people of various cultures view the same experiences from different points of view.

9. Analyzing and evaluating pre-historic, historic, and contemporary relationships of all groups within our society.

10. Analyzing the political, social, and economic influences of diverse groups in the United States.

11. Understanding the effect of the processes of assimilation and acculturation on individuals and on groups.

12. Understanding and appreciating universal and/or alternative ideas about beauty, ideological beliefs, moral standards, and value systems.

13. Understanding the world as a multiethnic, multilingual, and multinational phenomenon.

14. Understanding and appreciating the wide diversity of occupational choices available to people, the ways in which individuals make these choices, and the necessity that choices not be limited because of any stereotypes.

15. Understanding the universality of human problems and joys.

C. Maturing in the ability to work with others, students will show evidence of:

1. Respecting the rights and opinions of others.
2. Profiting from constructive criticism.
3. Recognizing and modifying prejudicial behavior toward ethnic, racial, political, economic, and religious groups.
4. Understanding how to interact and resolve conflicts with members of diverse groups.
5. Understanding how to function effectively within other ethnic cultures.
6. Understanding how to respond positively to individuals who belong to other ethnic cultures.
7. Understanding the need for rules and participating in establishing rules for various groups.
8. Accepting their roles as leaders or followers, depending on the group and situation.

GOAL: FORMATION OF POSITIVE VALUES

he social studies program must, by the very nature of its content, emphasize an examination of value ositions. The Framework correctly states that "the continuing examination of values that have guided uman behavior and an examination of each student's present value positions seem imperative in a society ased on individual rights and cultural pluralism."

alues education need not be limited to a set or group of values that has been collected for presentation to tudents. Rather, students should be encouraged to do the following: examine values as part of the framewo nd structure of all societies, engage in open discussion and exploration of the sources and elements contri- uting to a value system, study the consequences of choosing particular value options, and apply a valuing rocess to already formed beliefs and behavior patterns.

he following major objectives of values education for all students are specified in the Framework:

. Maturing in the ability to understand, clarify, and respect individual values and those of other people, students will show evidence of:

1. Reflecting on their society's values.
2. Becoming aware of their own value positions and developing a personal set of values.
3. Becoming aware of the value positions held by other individuals and groups.
4. Comprehending that controversies are usually related to value differences or interpretations.
5. Developing a sense of personal worth and confidence in their own abilities.
6. Developing a value orientation that enables them to make ethical decisions and to follow constructive codes of conduct.
7. Maturing in value decision making.

. Maturing in the ability to analyze value situations, students will show evidence of:

1. Developing an awareness of one's own values as based on such foundations as religious beliefs, family traditions, peer associations, and others.
2. Identifying values from actions and words.

3. Discerning value statements from value judgments.

4. Coping with inconsistencies in a personal value system while recognizing the desirability for consistency.

5. Understanding sources of inspiration for personal values.

6. Understanding relationships between personal and social values.

7. Realizing that a commitment to a system of values is more difficult to attain than is a mere willingness to consider the possibility of adopting such a system.

GOAL: PARTICIPATION IN OUR AMERICAN SOCIETY

At all grade levels, students should develop skills enabling them to respond and communicate with others in various social situations. They should also be given opportunities to apply their knowledge, thought, and communication skills to significant activities in their homes, schools, and communities.

Active participation in activities both in and outside the home and school will heighten student understanding of social institutions.

The following objectives of social participation will enable students to mature as participating members of society:

A. Analyzing situations that call for participation in social actions, students will show evidence of:

1. Identifying the social situation.
2. Determining the value issues.
3. Preparing appropriate solutions upon which they are willing to act.

B. Developing and using positive interpersonal relationship skills, students will show evidence of:

1. Setting goals for individual and group actions.
2. Focusing on the central task.
3. Cooperating with others in planning individual and group research.
4. Listening to and weighing the ideas and points of view of others.
5. Suggesting resources.
6. Assisting others who are striving for similar goals.
7. Seeking and accepting the assistance of others.
8. Following through with individual or group tasks; sharing personal efforts.

9. Using processes of conflict management:

   a. Use persuasion to influence group members.

   b. Negotiate group plans with others to facilitate cooperation or coalescence.

   c. Bargain with others to influence action.

   d. Compromise to reach agreement and avoid stalemate.

   e. Utilize majority rule as a means of reaching decisions.

   f. Use third-party arbitration when two groups cannot agree.

10. Using processes that facilitate interaction:

   a. Establish rules for group interactions, such as parliamentary procedures.

   b. Contribute ideas in group discussions.

   c. Assume appropriate leadership and follower roles.

   d. Manage and reduce dissension.

   e. Reach a consensus by combining ideas into a mutually agreeable plan.

   f. Allocate individual tasks and coordinate efforts.

C. Behaving responsibly as members of a democratic society, students will show evidence of:

1. Reflecting in daily life the privileges and responsibilities of citizens in the United States.

2. Demonstrating loyalty to democratic ideals through respect for human dignity and equality of rights.

3. Acting to make needed changes in social institutions.

4. Relating social science learning to the society and the times.

Part II: SKILLS CHARTS WITH RELATED STUDY UNITS AND LESSONS

Teachers will find materials for classroom use in this section, including skills charts containing a scope and sequence outline for each grade level, related study units, and sample lesson outlines. To facilitate their use, materials for each grade level have been grouped together.

It is anticipated that additional units and lesson plans for each grade level will be developed and published during the 1977-78 school year. Until these materials become available, this instructional bulletin will be useful for staff development workshops, meetings of teacher groups, and for individual teachers who wish to prepare their own units of study.

AUGIE HERRERA
Teacher Adviser
Instructional Planning Division

GORDON WILK
Teacher Adviser
Instructional Planning Division

SKILLS CHARTS WITH RELATED STUDY UNITS AND LESSONS*

ELEMENTARY SCHOOL CLASSROOMS

Grade 1

Skills Chart

Study Unit: Rules, Rights, and Responsibilities

Lessons: Home Rules
Fair and Unfair Rules

Grade 2

Skills Chart

Study Unit: How We Obtain the Things We Need and Want

Lessons: Farm Workers
Toy Manufacturing Plant

Grade 3

Skills Chart

Study Unit: Groups in Communities

Lessons: Introduction to People in Groups
Responsibility in Groups

---

*Please also refer to First Experiences: The Kindergarten Year, A Social Studies Program for Young Children (Instructional Planning Division, Publication No. EC-451, 1977).

Grade 4

Skills Chart

Study Unit: Regions of California

Lessons: Locating Places
Changing Landscapes

Grade 5

Skills Chart

Study Unit: The Industrial Revolution in America

Lessons: American Inventors
The Factory "Take-Over"

Grade 6

Skills Chart

Study Unit: Ancient Civilizations

Lessons: How an Archeologist Works
Egyptian Art

SECONDARY SCHOOL CLASSROOMS

Grade 7

Skills Chart

Study Unit: Indian Subcontinent

Lessons: Geography of India
The Family Unit in India

Grade 8

Skills Chart

Study Unit: Immigrants--A Perspective

Lessons: Experiences of Immigrant Groups in America
Stereotyping and Prejudice
Nimilatsioas (Assimilation)

Grade 9

Skills Chart

Study Unit: Origin of Modern States--The Renaissance

Lessons: The Renaissance--A Definition
Renaissance Art

Grade 10

Skills Chart

Grade 11

Skills Chart

Study Unit: The Constitution

Lessons: The Powers of the Federal Government
Authors of the Constitution

Grade 12

Skills Chart

Study Unit: The Bill of Rights

Lessons: The Bill of Rights--Current Issues
Television and the Bill of Rights

	KINDERGARTEN	GRADE ONE Beginning Civics: The Individual in Society
THEME	"People Everywhere"	"The Individual - Developing a Self-Concept"
SUGGESTED SETTINGS OR STUDY UNITS	Look at Me! My Friends and I - Likenesses and Differences Learning About My School Exploring My Neighborhood People Who Help Me Holidays for Me and Others The Changing Seasons Rules I Know	Being Myself Learning From Others My Needs Rules, Rights, and Responsibilities (See sample unit on p. 20.) The World Around Me Holidays I Celebrate My Heritage
CONCEPTUAL DEVELOPMENT	One or more of the following concepts should be emphasized in each lesson, depending upon the unit of study: Citizenship, Truth, Culture, Resources, Interdependence, Property Justice, Morality, Diversity, Needs/Wants, Multiple Causation, Authority/Power Freedom, Change, Environment, Scarcity, Conflict, Social Control	
	PROFICIENCY LEVEL: EARLY PRIMARY	
READING SKILLS	Begins to sight read. Begins to decode words. Begins to determine word meanings. Acquires information from pictures. Compares information from pictures, photographs.	Locates information in textbooks. Is aware of main ideas. Begins to read for sequence of ideas. Begins to read to find answers to questions. Begins simple skimming for information. Improves sight reading ability. Improves decoding skills. Determines word meanings of increasing difficulty.

LISTENING/SPEAKING SKILLS	Listens to others. Follows simple directions. Observes with a purpose. Exchanges ideas on topics of the immediate moment. Dramatizes ideas.	Tries to listen attentively when others are speaking. Participates in simple group discussions. Learns to use simple discussion skills. Shares stories, personal experiences, objects brought from home. Recalls immediate information. Dramatizes events and beginning concepts.
WRITING SKILLS	Organizes a series of pictures in sequence. Writes own name. Begins to classify items. Begins to collect information. Dictates a simple story in appropriate sequence.	Begins to write one or two facts about an event or interest. Begins to organize a series of sentences into a logical sequence. Begins to write a one- and two-sentence account of an experience. Writes one or more sentences about a picture or series of pictures.
MATHEMATICAL SKILLS	Uses the names of days of the week in order. Uses names of the months in sequence. Uses the calendar to find dates of special events. Associates seasons with particular months. Learns to relate major time periods by the clock.	Begins to comprehend sequence and order as expressed in first, second, third, etc. Learns to order personal experiences. Uses indefinite time concepts as past, future, long ago, after. Learns to tell time in hours by the clock. Begins to use simple computation in construction activities. Determines length of time between important dates on the calendar.
MAP AND GLOBE SKILLS	Begins to use relative terms of location and direction such as near, far, above, below, up, down, left, right. Uses small objects to represent large ones, as a photograph compared to actual size. Begins to see that real objects can be represented by pictures or symbols on a map.	Begins to make simple, large-scale maps of a familiar area (e.g., classroom, neighborhood). Begins to understand use of lines, dots, and colors on maps and globes. Begins to identify and use legends on simple maps.

ELEMENTARY SCHOOLS

STUDY UNIT - GRADE ONE

UNIT TITLE: Rules, Rights, and Responsibilities (See p. 18.) TIME SPAN: 3-5 weeks

Concepts: Social Control, Justice, Diversity, Conflict, Authority, Citizenship

GENERAL OBJECTIVES - Pupils will be able to:

A. Recognize that all individuals live within a framework of rules.

B. Compare rules by which people are treated equally with rules that are unjust.

C. Understand that people have responsibilities toward others as well as individual rights.

D. Analyze ways in which rules are enforced.

CONTENT

A. Defining Rules
   1. What are rules?
   2. Who makes the rules?
   3. Who must follow rules?
   4. Why must rules be followed?
   5. What happens when rules are broken?

B. Rules Around Us (Home, School, Community)
   1. Need for rules
      a. Health and safety
      b. Conflict resolution among individuals, groups
   2. Types or rules
      a. Health
      b. Safety
      c. Order
      d. Courtesy
      e. Fair play
   3. Enforcement of rules
      a. Individual
      b. Family members
      c. Peers
      d. School and community authorities

C. Rules for All

1. Making rules
   a. Group process
   b. Fairness of rules
   c. Courtesy toward others
2. Observing rights and privileges
   a. Self
   b. Others

D. The Way We Act

1. Working and playing with others
2. Decision making
3. Accepting responsibility for one's actions

D. (Continued)

4. Accepting authority in the home, school, and community

E. Choosing Our Leaders

1. Peer group
   a. Work
   b. Play
   c. Social activities
   d. Religious activities
2. Behavioral roles
   a. Types of leaders
   b. Responsibilities of followers

EVALUATION STRATEGIES

Pupils will:

- Make up rules for situations depicted in pictorial or story form.
- Review incidents of good and bad behavior and make decisions regarding that behavior.

LESSON PLAN - GRADE 1 TOPIC: HOME RULES STUDY UNIT: Rules, Rights, Responsibilities (See p. 20.)

Major Concept - Justice
Sub-Concepts - Diversity, Conflict, Authority

GENERAL IDEA

Rules may be understood by analyzing various types of rules, their purposes, and the different rules that are followed by various cultural groups.

SPECIFIC IDEAS

1. Every family has rules to be followed that may differ from another family's rules.
2. Some rules are made to prevent conflict.
3. Most rules are based upon the need to keep people safe and healthy.

GENERAL OBJECTIVE (A) (See page 20.)

Pupils will be able to recognize that all individuals live within a framework of rules.

SPECIFIC OBJECTIVES

1. Given a picture of a home setting, pupils will discuss a rule that should be followed.
2. Pupils will chart and compare rules of their family with those of other families.
3. Pupils will observe other pupils at play and devise rules for correct behavior.
4. Pupils will illustrate rules that are necessary in various situations for reasons of health or safety.

MATERIALS/EQUIPMENT

1. Picture relating to a home setting requiring application of a rule

2. Illustrations (study prints, pictures from magazines, or filmstrip) of situations involving safety or health

3. Chart paper

4. Crayons, paper

PREASSESSMENT

Ask children to relate rules that protect people from harm and rules that help people stay healthy.

Ask children what should be done to prevent people from pushing in a line.

SPECIFIC IDEAS TO BE TAUGHT	LESSON SEQUENCE	
1. Every family has rules to be followed that may differ from another family's rules.	Show:	Share a picture of a home setting requiring that a rule be followed.
Skills: Discussion, making comparisons, charting information	Discuss:	Discuss rules that might apply to that situation.
	Apply:	With pupil assistance, chart and compare rules followed by various families that correct the situation depicted in the picture.
2. Some rules are made to prevent conflict.	Show:	Ask pupils to watch other pupils at play on the yard for purposes of later discussion in the classroom.
Skills: Following directions, observing behavior, discussion, role playing	Discuss:	Discuss situations in the yard that require rules to avoid conflict. Discuss rules that should be followed in each instance.
	Apply:	Ask pupils to use role playing to portray correct behavior for these situations by following the rules.

3. Most rules are based upon the need to keep people safe and healthy.

Skills: Discussion, following directions, illustrating ideas, research

Show: Show pictures (study prints, pictures from magazines, or a filmstrip) demonstrating rules of health and safety.

Discuss: Discuss the need for various rules that apply to health and safety.

Apply: Ask children to draw and share pictures illustrating one rule for each of the following four situations:

a. Going to bed

b. Watching television

c. Eating snacks

d. Doing chores

SUMMARY AND EVALUATION

. Lead a class discussion of likenesses and differences in rules within individual cultural groups and also between such groups.

. Encourage children to locate stories in readers or library books that demonstrate the family rules of various ethnic groups; ask that the results be shared with other pupils.

LESSON PLAN - GRADE 1 TOPIC: FAIR AND UNFAIR RULES STUDY UNIT: Rules, Rights, Responsibilities (See p. 20.)

Major Concept - Justice
Sub-Concepts - Social Control, Authority, Citizenship

GENERAL IDEA

A fair society is one in which all people are treated equally.

SPECIFIC IDEAS

1. A good rule is one that is fair to all.
2. Not all rules are fair.

GENERAL OBJECTIVE (B) (See page 20.)

Pupils will be able to compare rules by which people are treated equally with rules that are unjust.

SPECIFIC OBJECTIVES

1. Pupils will analyze game rules that are fair to all participants.
2. Pupils will simulate use of fair and unfair game rules.

MATERIALS/EQUIPMENT

1. Writing paper, pencils
2. Library book or reader that tells story of a boy prevented by peers from participating in a game.

PREASSESSMENT

Observe pupils following rules, treating others fairly.

45

46

SPECIFIC IDEAS TO BE TAUGHT

1. A good rule is one that is fair to all.

   Skills: Listening, discussion, critical thinking, writing

2. Not all rules are fair.

   Skills: Listening, discussion, following directions, dramatization, problem resolution, comparing, critical thinking

47

LESSON SEQUENCE

Show: Present an example of a fair rule that is applied during nutrition time when people line up to await their turn for food.

Discuss: Discuss why the rule is a good one. Discuss other rules that are fair.

Apply: Ask pupils to dictate a group story describing fair rules.

Show: Share a story (read or tell) about a child who wanted to play with other children but who was always left out of the game. (Show illustrations, if possible.)

Discuss: Discuss reasons why the rules for participating in the game were unfair to the child.

Apply: Begin a simulation of an unfair rule.

a. Divide class into two random groups of equal size.

b. Take pupils to yard.

c. Explain that pupils in the first group will play their favorite game. Instruct the members of the second group to sit on the bench with their hands folded and watch.

d. After 10 minutes, return pupils to the classroom.

48

e. Ask children to discuss their feelings.

- What was wrong with the arrangement?
- What might happen if this rule became the rule for all game periods? How would each group feel?
- Why would it be an unfair rule?
- What changes should be made? Why?

SUMMARY AND EVALUATION

- Ask pupils to compare simulated game arrangement with procedure for activities during regular play period. Which arrangement is better? Why?
- Divide class into small groups. Ask each group to make up a fair or an unfair rule. Ask members of each group to pantomime their rule. Ask class members to decide whether or not each rule is fair or unfair and to explain the reasons for their choice.
- Conduct discussion regarding other ways in which people receive unfair treatment.

	GRADE TWO Primary Economics: Resources and Land Use	GRADE THREE History/Geography of Los Angeles and Selected Communities
THEME	"Relationships With Others"	"People and Their Communities"
SUGGESTED SETTINGS OR STUDY UNITS	Groups - Changing Roles and Responsibilities Living in Different Environments Using Our Natural Resources How We Obtain the Things We Need and Want (See sample unit, p. 32.) Meeting People of Other Cultures Learning About Holidays, Customs, and Traditions Ways That People and Places Change	Communities in Early America Groups in Communities (See sample unit, p. 44.) Communities and Social Patterns Geography and Resources How People Change Communities Needs of Communities Los Angeles - Its Changing Needs My Community - A Link With Other Places The Cultures of Different Communities Earning and Spending Money - Making Choices
CONCEPTUAL DEVELOPMENT	One or more of the following concepts should be emphasized in each lesson, depending upon the unit of study: Citizenship, Truth, Culture, Resources, Interdependence, Property Justice, Morality, Diversity, Needs/Wants, Multiple Causation, Authority/Power Freedom, Change, Environment, Scarcity, Conflict, Social Control	
	PROFICIENCY LEVEL: LATE PRIMARY	
READING SKILLS	Improves ability to locate information in textbooks. Begins to use reference books, periodicals. Comprehends main ideas and supporting details. Reads for sequence of ideas. Summarizes information in simple sentences. Classifies words according to category.	Places chronological events in order. Differentiates between fact and fiction. Follows a sequence of ideas. Applies information to new situations. Recalls significant details. Paraphrases information. Summarizes important points. Relates words and phrases to pictorial content.

LISTENING/ SPEAKING SKILLS	Begins to make simple oral reports. Follows more complex speaking directions. Recalls main ideas. Speaks in complete sentences. Begins to listen for a sequence of ideas.	Begins to adjust to a speaker's voice and delivery. Summarizes simple information orally. Begins cooperative group interviewing of resource persons. Begins to use descriptive words in oral reports. Converses on a subject with peer group.
WRITING SKILLS	Writes one or more facts about an event or area of interest. Begins to write lists. Increases in ability to organize information. Writes two or more sentences about a single idea, event, or experience. Begins to write simple, creative stories. Begins to write simple reports.	Assists in preparing group reports. Writes about ideas in sequence. Begins to collect facts on a selected topic and write an explanation using them. Begins to chart information. Begins to write simple dialogues about events. Begins to write in paragraph form. Writes simple news articles of two or more sentences. Makes a simple table of contents.
MATHEMATICAL SKILLS	Uses the clock to tell time. Begins to relate holidays to specific calendar dates. Begins to understand relationships between rotation of the earth and day and night. Begins to understand relationship between earth's revolution around the sun and a calendar year.	Uses definite time concepts, such as minute, second, yesterday, century. Accumulates some date-events as points in time. Computes length of time between two given dates. Discusses items on a simple time line. Comprehends the role of money as purchasing power.
MAP AND GLOBE SKILLS	Identifies land and water masses on maps/ globes. Locates places on maps (e.g., home, city, state). Begins to use cardinal directions. Begins to use scales to determine distances. Begins to be aware of hemispheres and concepts of longitude and latitude. Understands the globe as a model of the earth.	Learns north is toward North Pole and south toward South Pole on any map projection. Begins to use north arrow on map; begins to orient various maps correctly to north. Begins to be aware of spatial relationships. Begins to compare size of land and water areas. Makes simple sketch maps to show location. Learns to use legends on different maps.

STUDY UNIT - GRADE TWO

UNIT TITLE: How We Obtain the Things We Need and Want (See p. 30.) TIME SPAN: 5-7 weeks

Concepts: Resources, Needs, Interdependence, Scarcity

GENERAL OBJECTIVES - Pupils will be able to:

A. Determine ways in which families obtain the products and services they need and want.

B. Describe how workers produce goods and services.

C. Recognize the interdependence of many kinds of workers in the production and distribution of materials.

D. Recognize that goods and services involve earning and spending money.

CONTENT

A. Introduction to Resource Needs and Wants

1. What are the most important things that everybody needs in order to stay alive?
2. Where do we get these things?
3. Who makes the things we need and want?
4. Are all products manufactured?
5. What kinds of things must we buy?
6. How do workers help us to get the things we need and want?
7. Can we always get the things we want?

B. Meeting Our Basic Needs

1. Food

a. Types and sources

- Cereal (grain, grasses)
- Fruit (trees, bushes)
- Vegetables (plants)
- Meat (animals, including fish and poultry)
- Milk (cows, goats)
- Eggs (chickens)

b. Production

- Home gardens
- Large and small farms
- Factory processed foods

Food (Continued)

c. Processing

- Canning
- Freezing
- Drying

d. Distribution

- Wholesale markets
- Supermarkets
- Small neighborhood stores

2. Clothing

a. Types

- Home
- School, play
- Dress

b. Materials

- Natural (wool, cotton, linen, silk, grass)
- Synthetic (polyester, nylon, other fibers)

c. Relationship to climate, weather, location

d. Production

- Factory machines
- Home knitting, sewing, assembly

57

3. Shelter and Other Buildings

a. Family shelters

- Single dwellings
- Apartments
- Recreational shelters

b. Buildings

- Factories
- Businesses (offices, shops)
- Schools
- Community services (hospital, fire, police, post office, recreation)
- Storage facilities
- Government buildings

c. Sources of building materials

- Trees
- Rocks, iron ore
- Adobe clay
- Grasses
- Animal skins

d. Relationship to climate, location; availability of materials, cost

e. Safety considerations

4. Transportation

a. Purpose

- Traveling
- Carrying goods

58

Transportation (Continued)

b. Modern Types

- Water
- Land
- Air

c. Early developments

- Sailing vessel
- Horse-drawn cart, stagecoach
- Locomotives, transcontinental railroad
- Steamboat
- First automobiles
- Early air flight

d. Current problems

- Shortage of gas, oil to fuel vehicles
- Reliance upon automobile for most transportation needs
- Health (city congestion, smog, noise)
- Lack of mass transportation systems

e. Future needs

- New sources of energy
- Conserving automobile use
- Finding new ways to travel

C. Acquiring Goods and Services

1. Goods

a. Origins of products

b. Worker skills

2. Earning money

a. Choosing work roles

b. Effects of changing technology on worker roles

c. Obtaining an adequate education to reach goals

D. Deciding Between Needs and Wants

1. Identifying needs and wants

2. Making choices

a. Lifestyles, habits, customs

b. Budget

E. Influence of Advertising on Choice Making

1. Prices

2. Quality

3. Packaging

EVALUATION STRATEGIES

Pupils will:

- Select (from pictures) products that meet their needs and wants.
- Match pictures of products with their sources.
- Write simple sentences distinguishing between goods and services.
- Match economic terms with definitions.

LESSON PLAN - GRADE 2 TOPIC: FARM WORKERS STUDY UNIT: How We Obtain the Things We Need and Want
(See p. 32.)

Major Concept - Resources
Sub-Concepts - Scarcity, Needs

GENERAL IDEA

Farm workers produce the foods that people need and want.

SPECIFIC IDEAS

1. Food products come from the land.
2. Farm workers possess skills needed to produce a variety of foods.

GENERAL OBJECTIVE (A) (See p. 32.)

Pupils will be able to determine ways in which families obtain the products and services they need and want.

SPECIFIC OBJECTIVES

1. Pupils will identify the sources of common fruits and vegetables.
2. Pupils will hypothesize concerning ways that farmers help in the production of foods.
3. Given a variety of multi-media resources to use, pupil will do research to find answers to the question, "What skills do farmers need to produce foods?"

MATERIALS/EQUIPMENT

1. Several different vegetables for analysis
2. Library book: Let's Visit a Farm, by Billy Pope (Taylor, 1971)
3. Filmstrips on food and farming
4. Names and addresses of companies that provide information/materials on farming
5. Writing paper, pencils
6. Magazine pictures of farms and farming processes

PREASSESSMENT

Ask pupils to match pictures of foods with pictures of their sources.

Lead pupils in a discussion of how a farmer's life differs from that of a city worker.

SPECIFIC IDEAS TO BE TAUGHT

1. Food products come from the land.

   Skills: Discussion, analysis, critical thinking, motor skills, problem solving

2. Farm workers possess skills needed to produce a variety of foods.

   Skills: Discussion, critical thinking, reading, viewing, picture analysis, problem solving

LESSON SEQUENCE

Show: Present to pupils several different fruits for analysis.

Discuss: Ask pupils where each fruit came from and how each grows.

Apply: Ask pupils to name their favorite vegetables. List on chalkboard and ask pupils to hypothesize concerning the source of each.

Distribute pictures of various vegetables showing the source of each food. Ask pupils to compare the pictured sources with their hypotheses.

Show: Present pictures of farmers at work.

Discuss: Ask: "What skills do farmers need to produce foods?"

a. Record suggested answers on the chalkboard.

b. Discuss ways to find answers to the question.

Apply: Involve pupils in finding answers to the question through a multi-media approach.

a. Divide class into research committees. Assign reading, viewing, and picture analysis groups. The following materials may be utilized:

- Study prints, magazine pictures
- Grade-level textbooks
- Library books (e.g., Let's Visit a Farm, by Billy Pope. Taylor, 1971)[1]
- ESEA Filmstrips (e.g., Food for Us All, Order Code - 14028 and The New American Farmer, Order Code - 14046)[2]
- Films[3]

b. Reassemble class members to discuss findings.

c. Ask pupils to compare information about farm production acquired through the lesson with their initial hypotheses. With pupil assistance, record new information. Help pupils to make tentative conclusions.

SUMMARY AND EVALUATION

- Lead a discussion about important contributions that farmers make to our everyday lives. Suggestion: What other things do farmers produce in addition to food?
- Arrange for pupils to take a school journey to a local farm (e.g., Lopez's Pumpkin Farm, Los Angeles; Sunny Hills Farm, Fullerton; Los Angeles Pierce College, Woodland Hills).[4] Encourage pupils to make a list of skills that farmers need to produce foods.
- Encourage pupils to read and report about sources of favorite foods.
- Provide a variety of vegetable seeds (e.g., radishes, lima beans, cucumbers) to be planted in window box containers or an outdoor garden. Assign committees of "farm workers" to tend and care for each vegetable plot. Record later growth patterns.

- Ask pupils to participate in writing group letters to farm producers, processors, and distributors for additional information. The following sources of free materials are suggested:

General Foods Consumer Center
250 North Street
White Plains, New York 10625
(Booklet entitled "Protein and Breakfast - More Important Than You Think")

Kansas Wheat Commission
1021 N. Main Street
Hutchinson, Kansas 67501
(Wall chart entitled "Kernel of Wheat")

Green Giant Company
Office Services
Le Sueur, Minnesota 56058
(Versatile Vegetables Wall Chart entitled "See How They Grow")

Kellogg Company
Dept. of Home Economics Services
235 Porter Street
Battle Creek, Michigan 49016
(Activity folder entitled "Breakfast Scorecard")

Public Documents Distribution Center
Pueblo, Colorado 81009
(Games and puzzles entitled "Good Food News for Kids," 518E)

U.S. Dept. of Agriculture
Food and Nutrition Service
Child Nutrition Division
Washington, D.C. 20250
(Poster entitled "Nutrients and Food for Health," FNS-95)

Sunkist Growers
Educational Services
P.O. Box 7888
Van Nuys, California 91409
(General information)

[1]See Books Reviewed for Elementary School Libraries: List No. 2, 1976-77, Instructional Planning Division Ref. List No. 27, dated February 21, 1977.

[2]Refer to Audio Visual Materials Resource List, Elementary Schools Edition, Instructional Planning Division, October, 1976.

[3]Refer to Catalog of Films for Elementary Grades, Instructional Planning Division, 1976.

[4]Office of the Deputy Superintendent Bulletin No. 3, dated March 1, 1976, Subject: Guidelines for Student Trips and Excursions.

LESSON PLAN - GRADE 2 TOPIC: TOY MANUFACTURING PLANT STUDY UNIT: How We Obtain the Things We Need and Want (See p. 32.)

Major Concept - Interdependence
Sub-Concepts - Resources, Needs

GENERAL IDEA

Goods are produced through the cooperative efforts of workers who have a variety of work skills.

SPECIFIC IDEAS

1. Different skills are needed to produce a product.
2. Assembly-line techniques are used to make factory goods.

GENERAL OBJECTIVE (C) (See p. 32.)

Pupils will be able to recognize the interdependence of many kinds of workers in the production and distribution of materials.

SPECIFIC OBJECTIVES

1. Pupils will speculate on how a toy is designed and produced.
2. Pupils will determine the kinds of skills needed to make a toy.
3. Pupils will design a toy, plan the work, and simulate the performance of assembly-line workers in a toy factory.
4. Pupils will compare assembly-line toy with the results of their individual efforts.

MATERIALS/EQUIPMENT

1. Doll or other toy; picture of the toy to be made
2. Library book on how factory goods are produced
3. School Journey Request Form
4. Drawing paper, pencils

5. Scissors

PREASSESSMENT

Ask pupils to write a story explaining how a toy is manufactured.

Ask pupils to list the skills needed to produce a toy.

SPECIFIC IDEAS TO BE TAUGHT

1. Different skills are needed to produce a product.

   (Lesson) Skills: Critical thinking, hypothesizing, discussion, listening, reporting

Show: Show picture of a doll (or other toy) or present a real doll (toy). Ask children to speculate on how this doll was designed and produced.

Discuss: Discuss kinds of workers who might have been needed to make the doll.

Apply: Read to pupils a story about how goods are produced (e.g., Let's Visit a Clothing Factory or Let's Visit a Furniture Factory, by Billy Pope. Taylor, 1971).[1]

Take class on a trip to one of the following places: [2]

Shindana Doll Factory
Mattel Toy Factory
Granny Goose Potato Chip Factory
P-Nutte Factory

Ask pupils to report findings on how toy or other product was made and on the types of skills that were needed by the workers.

[1] See Books Reviewed for Elementary School Libraries: List No. 2, 1976-77, Instructional Planning Division, Ref. List No. 27, dated February 21, 1977.

[2] Refer to Guidelines for Student Trips and Excursions, Instructional Planning Division, Bulletin No. 3, dated March 1, 1976.

2. Assembly-line techniques are used to make factory goods.

(Lesson) Skills:

Discussion, classifying, critical thinking, following directions, designing activities, measuring, listing, problem solving, decision making

Show: Explain that each pupil will have an opportunity to portray an employee in a toy factory that makes paper dolls.

Discuss: Review the roles of workers in manufacturing the doll:

- Designers
- Factory planners
- Producers
- Packagers

Apply: Divide class into groups, each with a particular task, as follows:

Group A

Design paper dolls. (Draw outlines of boy and girl dolls that are approximately 8 inches tall.)

Group B

Design clothing for dolls with the following choices:

- shirt/blouse
- slacks/pants
- dress

Group C

Design packaging for a set of boy and girl paper dolls to include clothing.

Group D

Plan the operation of the imaginary factory:

- Choose the best designs to be used as models for dolls, clothing patterns, and packaging.

- Make a list of available jobs in each department of the factory, such as the following:

Doll Dept.	Clothing Dept.
Pattern outliners	Pattern outliners
Cutters	Cutters
Artists for hair and faces	Artists for clothing designs
Inspectors	Dressers
	Inspectors

Packaging Dept.

Pattern outliners
Cutters
Artists for package design
Assembly persons

- Determine amount of money that workers will receive.
- Match jobs to worker skills.
- Assign workers to assembly-line activities.

SUMMARY AND EVALUATION

- Ask pupils to compare assembly-line creations with those resulting from individual efforts. Consider quality of finished products, quantity produced, and feelings of accomplishment.
- Encourage pupils to compare feelings about roles as designers, planners, assembly-line workers. Include consideration of relationships and importance of each kind of work.
- Ask pupils to interview parents or neighbors who have had experience in manufacturing to find out their views about this type of work experience.
- Arrange for pupils to develop additional products through the assembly-line approach (e.g., toy truck, crayon box, greeting card, puzzle) and to compare this experience with the activity which involved the imaginary paper doll factory.

STUDY UNIT - GRADE THREE

UNIT TITLE: Groups in Communities (See p. 30.) TIME SPAN: 4-6 weeks

Concepts: Needs, Citizenship, Justice, Authority/Power, Culture, Diversity, Interdependence

GENERAL OBJECTIVES - Pupils will be able to:

A. Discuss how all people have a need for belonging to groups for the purpose of achieving comfort, satisfaction, and protection.

B. Identify the groups to which they belong.

C. Participate in decision making relating to the fair treatment of all group members.

D. Describe ways in which groups can contribute to the betterment of the community.

E. Relate the influence of community groups upon individual actions.

CONTENT

A. Introduction

1. What is a group?
2. Why do people join groups?
3. Why is group membership important?
4. How do groups help their members?

B. Group Identity

1. In the home
   a. Parents, other adults
   b. Siblings

B. (Continued)

2. At school
   a. Peers
      . Classroom
      . Playground
   b. Adult authorities
3. In the community
   a. Service groups
      . Law enforcement
      . Health
      . Safety

B. (Continued)

. Communication
. Transportation
. Energy
. Recreation

b. Business groups

. Storekeepers
. Bankers
. Manufacturers
. Office workers

c. Civic groups

. Chambers of commerce
. Service clubs

C. Membership in Groups

1. Group needs

a. Recognition

b. Cooperation

c. Accomplishments

2. Individual needs

a. Status

b. Security

c. Satisfaction

3. Roles within different groups

a. Leaders

b. Followers

D. Behavior of Groups

1. Group characteristics

a. Purpose of group

b. Qualifications of membership

c. Effect of habits, lifestyles, and customs on group membership

2. Selection of leaders

. Qualifications
. Method of selection

3. Changes within communities

. Cooperative group planning
. Cultural likenesses and differences
. Expanding group roles
. Values

EVALUATION STRATEGIES

Pupils will:

- List qualities of leadership required for membership in social and civic groups.
- Suggest criteria for membership in a mythical club.
- Participate in a group project that will benefit their school.

LESSON PLAN - GRADE 3 TOPIC: INTRODUCTION TO PEOPLE IN GROUPS STUDY UNIT: Groups in Communities
(See p. 44.)

Major Concept - Diversity
Sub-Concepts - Culture, Needs

GENERAL IDEA

People are members of many types of groups.

SPECIFIC IDEAS

1. Each group has unique characteristics.
2. Group membership varies according to individual likenesses and differences.

GENERAL OBJECTIVE (B) (See page 44.)

Pupils will be able to identify the groups to which they belong.

SPECIFIC OBJECTIVES

1. Pupils will discuss characteristics of various groups.
2. Pupils will list groups to which they belong.

MATERIALS/EQUIPMENT

1. Pictures of people in group situations
2. Chart paper, felt pen

PREASSESSMENT

Ask pupils to discuss differences among various types of groups.

SPECIFIC IDEAS TO BE TAUGHT

1. Each group has unique characteristics.

   Skills: Picture analysis, inference, classification, listening, discussion

   Show: Present pictures of people in group situations.

   Discuss: Ask pupils to discuss answers to the following questions:

   a. What makes each group unique? What differences do you see?

   b. What is similar in all the groups? How is each group like the other groups?

   c. Why might membership in these groups be desirable?

   Apply: Each pupil will choose a picture depicting a group that he or she would like to join.

   Divide class into small groups according to choices.

   Based upon data gathered from picture analysis, ask each group to:

   a. List probable membership requirements.

   b. Discuss reasons for membership requirements; determine fairness.

   c. Report findings to total class.

2. Group membership varies according to individual likenesses and differences.

   Show: Present series of group pictures for further analysis.

Skills: Picture analysis, discussions, graphing, critical thinking

Discuss: Lead class in a discussion of the types of groups represented in the pictures.

a. Was it realistic to restrict membership to just one group? Why? Why not?

b. Why is it possible to belong to more than one group?

Apply: Ask pupils to name all groups to which they belong and to graph the information.

Request that pupils study the graph to consider the following:

a. Does everyone belong to the same group?

b. Do some people belong to more groups than others? Why?

c. Is membership in each group open to everyone? Why? Why not? Should some groups be restricted to certain people? Explain.

SUMMARY AND EVALUATION

- Ask pupils to compare actual group membership with those of groups shown in pictures. Discuss reasons why groups as well as individuals have likenesses and differences.
- Provide opportunity for pupils to write stories illustrating the importance of group membership.

LESSON PLAN - GRADE 3 TOPIC: RESPONSIBILITY IN GROUPS STUDY UNIT: Groups in Communities
(See p. 44.)

Major Concept - Citizenship
Sub-Concepts - Needs, Interdependence

GENERAL IDEA

Cooperative group action serves useful purposes.

SPECIFIC IDEAS

1. Group members assume resoonsibilities within the group.
2. Decision making is based upon group effort.

GENERAL OBJECTIVE (D) (See page 44.)

Pupils will be able to describe ways in which groups can contribute to the betterment of the community.

SPECIFIC OBJECTIVES

1. Pupils will simulate community service groups, then role play decision-making activities.
2. Pupils will create tasks, then judge merits of those tasks.

MATERIALS AND EQUIPMENT

1. Paper, pencils, crayons
2. Library books, newspaper articles, pictures related to solving community problems
3. Resource speaker from community service group

PREASSESSMENT

Observe group behavior to determine ability of pupils to work in groups.

SPECIFIC IDEAS TO BE TAUGHT	LESSON SEQUENCE
1. Group members assume responsibilities within the group. Skills: Listening, discussion, following directions, critical thinking, note taking	Show: Provide written or pictorial examples of community projects, such as furnishing transportation for the elderly, clean-up campaigns, creating a playground, tree planting. Discuss: Lead a discussion on the benefits of community service projects to the people of the community. Discuss reasons for joining service groups. Apply: Simulate the formation of community service clubs by dividing class into six groups. Instruct groups to: a. Choose a useful project. b. Establish name. c. Decide how the members will work together.
2. Decision making is based upon group effort. Skills: Listening, discussion, problem solving, critical thinking, decision making	Show: Explain that each group will compete with the other groups to have a plan accepted by the community council. Discuss: Explain that all class members will assume roles of community council members and that no club member may vote for his or her own plan.

Apply: Ask pupils to choose spokespersons to present group plans to the community council.

Instruct pupils to assume that they are council members and to vote for the best plan to meet community needs.

Ask group members to determine ways they could improve their planning efforts.

SUMMARY AND EVALUATION

. Invite a member of a community service group to discuss a current project.

. Ask pupils to prepare questions to enable them to compare their simulated project procedures with those of an actual campaign.

. Request that class members write a group letter to a local community organization (i.e., Chamber of Commerce) explaining the various class plans that could be used as viable means of helping others.

	GRADE FOUR History/Geography of California and Selected Cultures	GRADE FIVE United States History/Geography
THEME	"Cultural Groups Within Society"	"The United States - A Nation of Cultural and Technological Change"
SUGGESTED SETTINGS OR STUDY UNITS	Regions of California (See sample unit, p. 56.) California's Cultural Profile - Multicultural Studies Comparative Cultures (i.e., Africa, Mexico, Japan) Technology and Change in the West Environment and Changing Lifestyles Immigrants to California Climates and Regions Around the World Resources We Need	Pre-Columbian America Colonial America Explorers to the New World Regions of the United States and Their Influence on Cultural Adaptation Scientific Discoveries and Inventions The Birth of Cities in America Government Institutions Settlement and Expansion of National Boundaries The Industrial Revolution In America (See sample unit, p. 68.) The Practice of Democracy in American Life Mobility in America Cultural Contributions to American Life
CONCEPTUAL DEVELOPMENT	One or more of the following concepts should be emphasized in each lesson, depending upon the unit of study: Citizenship, Truth, Culture, Resources, Interdependence, Property Justice, Morality, Diversity, Needs/Wants, Multiple Causation, Authority/Power Freedom, Change, Environment, Scarcity, Conflict, Social Control	
	PROFICIENCY LEVEL: INTERMEDIATE	
READING SKILLS	Becomes efficient in using decoding skills. Uses various reference materials, including periodicals, dictionaries, and newspapers. Skims for information in answer to questions. Adjusts reading rate according to purpose. Locates specific details and supporting details. Uses table of contents, glossary, index, headings, and other typographical aids. Interprets data. Compares information from several sources.	Classifies items according to specific criteria. Makes inferences; predicts possible outcomes. Draws conclusions; makes generalizations. Outlines information. Selects and evaluates information for validity, reliability, conflicting points of view. Begins to discriminate between primary and secondary sources. Continues to build relevant vocabulary. Analyzes cause and effect relationships.

LISTENING/ SPEAKING SKILLS	Begins to take part in simple panel discussions. Prepares individually for class discussions. Interviews people for information. Reports on interviews. Takes part in group discussions.	Begins to relate, compare, and evaluate information gained through listening activities. Takes part in simple debates. Synthesizes ideas in oral reports. Begins to make simple notes.
WRITING SKILLS	Writes short reports and articles for class newspaper. Charts information. Writes an accurate account of experience or event in sequence. Arranges a series of facts and writes them in chronological order. Writes account of an event from reading a simple outline. Writes facts under prepared outline headings. Writes paragraph account of a sequence of events.	Writes directions. Records and organizes notes. Writes reports based on reading and interviews. Selects and uses appropriate words to describe or explain an idea in writing. Makes an outline of topics to be investigated. Writes creative stories based upon social studies content. Develops and writes a paragraph as a unit with main and supporting details.
MATHEMATICAL SKILLS	Begins to translate dates into centuries. Uses sequence and chronology in discussions of past events. Uses mathematical terms to define chronology of events. Makes simple time lines. Relates time zones to rotation of the earth. Begins to use simple charts, tables, graphs.	Uses information from graphs, tables, and charts in discussion and written work. Constructs simple graphs. Begins to relate past to present in the study of change and continuity in human affairs. Translates the vocabulary of mathematics as expressed in written problems dealing with events, ideas, people, and resources.
MAP AND GLOBE SKILLS	Begins to use intermediate directions. Begins to use the compass. Constructs maps properly oriented to direction. Identifies equator, tropics, circles, and large islands on maps and globes. Begins to compare maps of different areas; notes a smaller scale must be used to map larger areas. Begins to use parallels and meridians. Compares maps of different sizes of same area.	Begins to use map vocabulary and key accurately. Begins to interpret abbreviations commonly found on maps. Determines distance on a map by using scale. Traces routes of travel by different means of transportation. Determines correct elevations shown on maps. Begins to recognize locations of major cities of the world with respect to their physical settings. Relates low latitudes to equator and high latitudes to polar areas.

STUDY UNIT - GRADE FOUR

UNIT TITLE: Regions of California (See p. 54.) TIME SPAN: 3-5 weeks

Concepts: Environment, Resources, Scarcity, Interdependence, Authority/Power, Change, Need

GENERAL OBJECTIVES - Pupils will be able to:

A. Locate various regions of California on maps.

B. Identify specific physical features of each region studied.

C. Identify the resources of the regions of California.

D. Relate the population distribution in California to specific places in the physical environment.

E. Recognize changes made by people in the physical environment.

F. Appreciate more fully the necessity for conserving California's natural resources.

CONTENT

A. Introduction to Regions of California

1. How was the California landscape formed?
   a. How did the mountains grow?
   b. Why did the deserts become dry?
   c. What flattened the valleys and plains?
2. Why are some areas of California more heavily populated than others?
3. How does the physical environment (land, climate) affect the people who live there?

A. (Continued)

4. What are the major geographic regions of California?
5. Where else can similar geographic regions be found?
6. What are the major resources of California? Where are they located? Which resources need to be conserved? Why?

B. Regions of California

1. Southern California

B. (Continued)

a. Coastal plain

. Mild, Mediterranean climate
. High population density
. Varied economic activity

b. Inland valleys

. Hot, semi-arid climate
. Low population density
. Farming and ranching areas

c. Mountains

. Varied highlands climate
. Few people
. Recreational area

d. Deserts

. Hot, dry climate
. Very few people
. Some irrigated agricultural areas

2. Northern California

a. Northwest

. Mild, wet climate
. Few people
. Lumbering area

b. Northeast

. Harsh, semi-arid climate
. Few people
. Ranch and farmland area

B. (Continued)

c. Bay area

. Cool, Mediterranean climate
. High population density
. Varied economic activity

3. Central California

a. Central coast

. Mediterranean climate
. Low population density
. Varied economic activity

b. Central valley

. Harsh, semi-arid climate
. Scattered population
. Agricultural center

c. Sierra Nevadas

. Highlands climate
. Few people
. Lumbering and recreational areas

C. Interaction of People and Their Environment

1. Ways in which people change the land

a. Agriculture

. Diversion of waterways
. Clearing of original vegetation
. Erosion of topsoil

C. (Continued)

b. Buildings (residential, business)

. Contouring hillsides
. Changing drainage patterns

c. Transportation

. Cut-and-fill highway construction
. Covering land with asphalt

2. Population patterns

a. Distribution

. Where are the most people?
. Why are they there?

b. Density

. What is the population density per square mile (high, low, medium; or rank order) in California as a whole? What is it in each region?

. How do these densities compare with those in other parts of the United States? The world?

c. Changes

. What regions do you think are gaining people? Which are losing people? How do you know?

. How has California's population changed since grandfather's time? Since statehood?

C. (Continued)

. Why does population change?

EVALUATION STRATEGIES

Pupils will:

- Construct properly oriented regional maps.
- Describe the processes of land form and population changes in California.

LESSON PLAN - GRADE 4 TOPIC: LOCATING PLACES STUDY UNIT: Regions of California (See page 56.)

Major Concept - Environment
Sub-Concepts - Interdependence, Authority/Power

GENERAL IDEA

Locations of transportation routes are influenced by both the natural and cultural environments.

SPECIFIC IDEAS

1. Direction is determined by compass, and distance is calculated by linear measurement.
2. Transportation routes are based upon cost and benefit to the most people.
3. Locations of final freeway routes are the result of negotiations.

GENERAL OBJECTIVE (A) (See page 56.)

Pupils will be able to locate various regions of California on maps.

SPECIFIC OBJECTIVES

1. Pupils will identify the routes taken by major transportation routes connecting Los Angeles to the region under study.
2. Pupils will identify major transportation routes connecting Los Angeles to the region under study.

MATERIALS/EQUIPMENT

1. Large outline map of California
2. Compass rose
3. Road maps, railroad maps, relief maps
4. Desk outline maps of California

PREASSESSMENT

Observe pupils as they measure distances and read a simple compass.

SPECIFIC IDEAS TO BE TAUGHT

1. Direction is determined by compass, and distance is calculated by linear measurement.

   Skills: map reading, using a compass rose, locating places, measuring distance, drawing conclusions

2. Transportation routes are based upon cost and benefit to the most people.

   Skills: map reading, measuring distances, constructing maps, critical thinking

LESSON SEQUENCE

Show: Present an outline map of California, indicating location of Los Angeles.

Discuss: Ask pupils to name areas they would like to visit and to give reasons for their choices.

Apply: Ask pupils to measure the distance from Los Angeles to area of choice by stretching a string between the two points on a map. Encourage pupils to read the direction from Los Angeles to that area by referring to the compass rose. Ask how the direction from the region to Los Angeles can be determined without moving the compass rose.

Show: Use string to illustrate that a straight-line route could be followed by airplanes.

Discuss: Ask pupils if people traveling by car could use the route to get from one place to another. Ask class members to give reasons for their answers.

Apply: Explain that the class will plan a model freeway connecting Los Angeles and a city located in another region of the state.

Divide class into three groups. Each group will plan the route of the freeway from a different viewpoint.

a. Group A should design the most direct route, regardless of terrain.

b. Group B should design the least expensive route. Explain that roads in mountains and those that cross rivers on bridges are more expensive to build than are straight, flat roads.

c. Group C should design the route to include as many cities as possible along the way in order to serve the most people.

Ask each group to show its route on a large outline map, to present it to the class, and to explain the reason for the choice of route.

3. Locations of final freeway routes are the result of negotiations.

Skills: listening, discussion, following directions, decision making

Show: Present a road map showing a freeway route to a different location than that selected by class members.

Discuss: Discuss with class the factors government takes into account in locating highways. Consider costs of bridges, tunnels, grading of mountains, and purchases of populated and unpopulated land. (Point out that populated land contains buildings and other cultural developments.)

Apply: Arrange a simulated negotiation of a freeway route.

Ask members of each group to appoint two persons to meet with other groups in negotiating the imaginary final route.

Encourage pupils to consider all elements involved in building the freeway.

If negotiations fail, ask class for suggestions as to how the final route should be determined.

SUMMARY AND EVALUATION

- Instruct pupils to repeat introductory exercise, using a United States or world map and other major cities.
- Discuss with class the fairness of methods for choosing freeway routes through populated areas.
- Invite a resource person from the California Department of Transportation or a local agency to present information on the planning and location of state highways.

LESSON PLAN - Grade 4 TOPIC: CHANGING LANDSCAPES STUDY UNIT: Regions of California (See p. 56.)

Major Concept - Environment
Sub-Concepts - Change, Need

GENERAL IDEA

People change their natural environment to meet their needs and wants by adding cultural features.

SPECIFIC IDEAS

1. Topography varies according to land formations.
2. Land forms are changed by people according to need and cultural technology.

GENERAL OBJECTIVE (E) (See page 56.)

Pupils will be able to recognize changes made by people in the physical environment.

SPECIFIC OBJECTIVES

1. Pupils will simulate topographic changes made in the landscape through agriculture, housing, industry, and transportation.
2. Pupils will list and classify ways in which people change the landscape in positive as well as negative directions.

MATERIALS/EQUIPMENT

1. Pictures of a variety of land forms
2. Books, films on land usage
3. School garden area, sand box, or set of sand trays
4. Pencils, graph paper

PREASSESSMENT

Observe pupil ability to distinguish between natural and human alterations of land forms.

SPECIFIC IDEAS TO BE TAUGHT		LESSON SEQUENCE
1. Topography varies according to land formations.	Show:	Present pictures of natural land forms without cultural changes.
Skills: Map making, problem solving, inference	Discuss:	Ask pupils to observe the physical features. Discuss with class the way the local area might have looked before it was changed by settlers.
	Apply:	Divide class into groups. Direct group members to prepare a model natural landscape in garden area, sand box, or sand trays. (Include a river or stream, hills and mountains, and flatland.) Ask pupils to draw a map of their prepared areas by stretching strings into a grid over the area and drawing on graph paper.
2. Land forms are changed by people according to need and cultural technology.	Show:	Display pupil maps on bulletin board.
Skills: Critical thinking, problem solving, map reading	Discuss:	Discuss with class the likenesses and differences in the placement of various land forms. Ask pupils to discuss the kinds of changes people make on the land. Discuss whether all groups or cultures change the land in the same ways. Why? Why not?
	Apply:	Direct pupils to choose a type of land form (i.e., low coastal area, mountains), and to do research on ways that groups in various parts of the world have used this type of land.

Ask pupils to rejoin map groups. (If necessary, reconstruct model land areas, using maps for guidance.)

Instruct each group to create changes in the model according to research findings.

Some possible types of changes are:

- Housing and farms in the hills with needed terracing
- Farms with irrigation canals
- Business and industrial centers
- Recreational areas
- Roads and freeways using cut and fill techniques to cross hills, and bridges to cross rivers
- Flood control levees or dams
- Gravel pit or mine with waste dump

Request that pupils draw a new map of the area. Discuss the differences in the two sets of maps. Determine the factors that cause diverse use of land.

SUMMARY AND EVALUATION

- Prepare with the class a list of the various ways in which human activities change the landscape in a positive as well as negative direction.
- Discuss the kinds of jobs which people do that change the land.
- Ask pupils to write a creative story about changes in the local land area that may be expected in the future.

STUDY UNIT - GRADE FIVE

UNIT TITLE: The Industrial Revolution in America (See p. 54.) TIME SPAN: 4-6 weeks

Concepts: Change, Resources, Needs, Multiple Causation, Environment, Conflict, Interdependence, Justice

GENERAL OBJECTIVES - Pupils will be able to:

A. Identify inventions and inventors, including their impact on the growth of industry in America and the world.

B. Identify the contributions of various groups to the growth of industry.

C. Trace the growth of the Industrial Revolution in Europe and its parallel growth in America.

D. Identify the need for various social changes brought about by technology.

E. Make judgments about the relative benefits of industrial growth.

F. Make predictions about the effect of technology on the growth of industry and social change.

CONTENT

A. Early Economic Growth

1. Industries

a. Fishing

b. Lumbering

c. Mining

d. Farming

A. (Continued)

2. Manufacturing

a. Workshops
. Tailors
. Cobblers
. Metalsmiths
. Furniture makers

b. Mills
. Grist mills
. Textiles

A. (Continued)

3. Craft specialists

a. Use of skilled immigrants

b. Apprentice system

B. America's Industrial Revolution

1. Beginnings of factory system

a. Samuel Slater -- English textile mill

b. Eli Whitney -- Replaceable gun parts factory

2. Locations and quantities of natural resources

a. Iron

b. Coal

c. Petroleum

d. Lumber

e. Water power

3. Inventions

a. American and European origins

b. Effects on lifestyles

c. Economic changes

B. (Continued)

4. Processes of mass production

a. Free enterprise system

b. Areas of specialization

c. Effect on population growth

5. Advances in transportation

a. Rail

b. Water

c. Streetcar

d. Automobile

e. Airplane

6. Advances in communication

a. Printing

b. Telegraph

c. Telephone

7. Leaders of industry

a. Andrew Carnegie

b. John D. Rockefeller

c. Jay Gould

d. Henry Ford

C. Social Changes

1. City growth
   a. Rapid expansion
   b. Overcrowding
   c. Slums
   d. Reform movements
2. Labor relations
   a. Working conditions
   b. Child labor
   c. Safety factors
   d. Growth of unions
3. Influx of immigrants
   a. Urban concentration of ethnic groups
   b. Settlement houses
   c. Prejudices

120

C. (Continued)

4. Corporations and monopolies
   a. Railroads, steel, petroleum, public utilities
   b. Public attitudes
   c. Laws and regulations
5. Depressions
   a. Causes
   b. Solutions
6. Ecological concerns
   a. Depletion of resources
   b. Pollution
   c. Safeguards

EVALUATION STRATEGIES

Pupils will:

- Prepare reports, graphs, charts, and models concerning problems and benefits brought about by the Industrial Revolution.
- Write letters to companies and government agencies requesting information on industry (i.e., historical development, industrial output, social practices).
- Portray an industrial process through use of creative rhythms.

121

LESSON PLAN - GRADE 5 TOPIC: AMERICAN INVENTORS STUDY UNIT: The Industrial Revolution in America

(See p. 68.)

Major Concept - Change
Sub-Concepts - Resources, Interdependence

GENERAL IDEA

American inventors helped bring about the Industrial Revolution in the United States.

SPECIFIC IDEAS

1. Inventors take ideas and turn them into workable machines.

2. Inventions which are accepted by industry bring about social change.

GENERAL OBJECTIVE (A) (See page 68.)

Pupils will be able to identify inventions and inventors, including their impact on the growth of industry in America and the world.

SPECIFIC OBJECTIVES

1. Pupils will choose a topic, make it a subject for research, and report the results of their findings.

2. Pupils will listen to information, form opinions, and make value judgments regarding that information.

MATERIALS/EQUIPMENT

1. Encyclopedias, biographies, filmstrips

2. Life Science Library - Machines

3. Objects representing important social inventions (e.g., paperback book, safety pin, hairpin, talking doll).

PREASSESSMENT

Observe pupil attitude of acceptance or rejection of new ideas or products.

SPECIFIC IDEAS TO BE TAUGHT	LESSON SEQUENCE	
1. Inventors take ideas and turn them into workable machines. Skills: Performing research, making lists, listening, following directions	Show:	Read to the class an excerpt from a biography of an American inventor which describes the invention of a particular device.
	Discuss:	Lead pupils in a discussion of the effects of this invention upon the way people live. Help class to compile a list of inventions and their inventors.
	Apply:	Permit children to select inventors or inventions from list to be the subjects of research. (Stress the fact that the adaptation of another inventor's idea may produce a workable machine and that this is considered to be an invention, too.) Research should include a collection of information concerning the inventor and the invention (i.e., date(s), practical applications, industrial changes caused by the invention).
	Show:	Ask children to share research results with the class.
2. Inventions which are accepted by industry bring about social change. Skills: Listening, reporting, valuing, critical thinking, debating	Show:	Present various objects that have changed the way people do things (e.g., safety pin, hairpin, talking doll, paperback book).
	Discuss:	Ask the class to discuss ways in which these inventions have changed our lives.

Apply: Organize a team debate to explore the following question:

Which invention do you believe has had the most value for society?

SUMMARY AND EVALUATION

. Motivate class to create a group picture of American inventors and their inventions.

. Arrange for pupils to make charts or bulletin board displays in which inventions are classified by industries. Ask children to extend the research to include inventions from other nations.

. Discuss with pupils ways in which the information obtained through this series of exercises will help them to understand and appreciate more fully the development of new products in the future.

LESSON PLAN - GRADE 5 TOPIC: THE FACTORY "TAKE-OVER" STUDY UNIT: The Industrial Revolution in America
(See p. 68.)

Major Concept - Multiple Causation
Sub-Concepts - Change, Conflict, Justice

GENERAL IDEA

Changes in industrial technology create the need for major changes in the work force.

SPECIFIC IDEAS

1. Methods of mass production lessen the demand for crafts specialists.
2. Social problems are created by mechanizing an industrial process.

GENERAL OBJECTIVE (D) (See page 68.)

Pupils will be able to identify the need for various social changes brought about by technology.

SPECIFIC OBJECTIVES

1. Pupils will analyze the difference between craft methods and assembly-line methods of production.
2. Pupils will compare production of goods by old and new methods and list possible benefits of the mechanization of industries.

MATERIALS/EQUIPMENT

1. Old newspapers, scissors, stapler, simulated currency
2. Books and pictures related to machine production

PREASSESSMENT

Observe pupil reactions to announced cut-backs in the labor force of a given industry.

SPECIFIC IDEAS TO BE TAUGHT

1. Methods of mass production lessen the demand for craft specialists.

   Skills: Listening, discussion, following directions, using motor skills, critical thinking

LESSON SEQUENCE

Show: Demonstrate the difference between craft methods and assembly-line methods with the following simulation:

Involve the class in making practice pads from old newspapers. (Each pupil uses five sheets of newspaper, cuts them in fourths, and staples them together at the top.)

Pupils will be paid in simulated currency for each completed pad.

Discuss: Review reactions to completion of task, payment for efforts, and quality of finished work.

Consider more efficient ways to produce the pads.

Apply: Announce that there will be a production line and that only five pupils will be needed to operate it. They alone will receive compensation.

Ask class members to discuss how they will decide who the five workers will be; whether the procedure is "fair" to the other pupils; how the decision will affect the class; and other considerations.

Ask pupils to use role playing to portray a factory owner, a worker being replaced, and a worker being retrained for an assembly-line job.

2. Social problems are created by mechanizing an industrial process.

Skills: Discussion, analysis, inference, written expression

Show: Draw a parallel for the class between its problem and the problem of workers in an industry which becomes mechanized. (For pictures and examples, see Life Science Library: Machines.)

Discuss: Analyze viewpoints of management and labor over conflicting interests.

Apply: Ask each pupil to write about his or her feelings concerning the simulation and then to project how workers may have felt when they learned they were to be replaced by more efficient techniques or machinery.

SUMMARY AND EVALUATION

. Discuss with class problems of unemployment and ways to train workers to develop new skills.

. Encourage pupils to do further research on the growth of labor unions and their solutions to mechanization.

. Help pupils to compare production of goods by old and new methods and to list possible benefits of the mechanization of industries.

. Arrange for the class to visit a factory in operation.*

* Refer to Instructional Planning Division Bulletin No. 3 dated March 1, 1976, Subject: Guidelines for Student Trips and Excursions.

GRADE SIX

World History/Geography

THEME	"Global Societies"
SUGGESTED SETTINGS OR STUDY UNITS	Ancient Civilizations (See sample unit, p. 82.) The Growth of Medieval Cities Countries and Societies of the Modern World The Influence of Democracy in the World Today The Economics of World Powers Third World Countries The American Justice System Consumer Practices The Future--Our Challenge Cultural Pluralism in America
CONCEPTUAL DEVELOPMENT	One or more of the following concepts should be emphasized in each lesson, depending upon the unit of study: Citizenship, Culture, Multiple Causation, Conflict Justice, Diversity, Interdependence, Change Freedom, Environment, Scarcity, Social Control Truth, Resources, Property Morality, Needs/Wants, Authority/Power
	PROFICIENCY LEVEL: LATE INTERMEDIATE
READING SKILLS	Locates information from tables, charts, graphs, diagrams, atlases, card file, other reference tools. Evaluates information by: - Judging the adequacy of one's information. - Using several sources to solve a problem. - Judging the validity of one's information. - Distinguishing between relevant and irrelevant information. - Selecting suitable sources of information. Makes use of italics to discover emphasis of author.

LISTENING/ SPEAKING SKILLS	Records minutes of a meeting. Reserves judgment until the speaker's entire presentation has been heard. Takes notes while continuing to listen. Analyzes video and audio presentations. Relates listening behavior to class lecture, meeting or assembly, show or concert.
WRITING SKILLS	Writes descriptive paragraphs containing key elements of creative writing: setting, mood, plot, character development. Writes more than one account of an event or experience. Records ideas in outline form preliminary to written work. Writes and organizes notes. Writes comparisons, contrasts, summaries. Makes a bibliography. Writes a variety of news articles; writes editorials. Writes information based on oral reports, interviews, and reading. Writes opinions based on facts.
MATHEMATICAL SKILLS	Studies various graphs, tables, and charts in terms of units of measure involved, steps in the process, comparison of sizes and qualtities, relationships involved, and elements of change. Compares information contained on various graphs and tables. Uses scale measurements to construct models; prepares "blueprints."
MAP AND GLOBE SKILLS	Uses longitude and latitude in locating places on wall maps. Begins to estimate distances on a globe, using latitude; measures air distances. Uses an atlas to locate places, time zones. Begins to understand the significance of relative location as it has affected national policies. Begins to use map scale expressed as representative fractions, statements of scale. Studies color contours and visual relief maps; visualizes nature of the areas shown. Interprets the elevation of land from the flow of rivers.

STUDY UNIT - GRADE SIX

UNIT TITLE: Ancient Civilizations (See p. 80.) TIME SPAN: 6-10 weeks

Concepts: Culture, Needs, Diversity, Environment, Multiple Causation, Truth, Morality

GENERAL OBJECTIVES - Pupils will be able to:

A. Describe the scientific method of archeological investigation.

B. Locate specific cultural groups correctly within a time line showing the growth of civilization.

C. Relate cultural patterns to the basic needs of human groups.

D. Infer from ancient art and craft objects the lifestyle and social structure of the peoples who produced the objects.

E. Recognize the specific artistic and architectural styles of various ancient civilizations studied.

CONTENT

A. How the Archeologist Works

1. The scientific method
   a. Hypothesizing
   b. Gathering data to test hypothesis
   c. Testing hypothesis
   d. Drawing conclusions
2. Gathering materials and information
   a. Locating likely sites
   b. How information is gained in digging

A. (Continued)

   c. Dating objects found
   d. Interpreting the use of objects found
3. Reconstructing a culture
   a. Determining population characteristics from bones
   b. Determining occupations from tools
   c. Determining diet from household tools

B. Pre-History

1. The earliest humans--Homo erectus

B. (Continued)

a. How they looked

b. Food gathering, a way of life

. Obtaining food
. Family group and roles
. Migrations to new areas

2. Hunters

a. How they looked

b. How they lived

. Hunts for large animals
. Tribes
. Migrations

3. Prehistoric farmers

a. Invention of farming

b. Tropical farmers

. Crops
. Slash and burn agriculture

c. Grain farmers

. Origin of main cereal crops
. River valley agriculture
. Beginning of government

C. Ancient Civilizations

1. Egypt

C. (Continued)

a. Sources of information

. Tombs

- Types--mastabas, pyramids, cliff tombs
- Tomb furniture and paintings

. Buildings

- Temples
- Statues
- Monuments

b. Religion

. The gods
. Afterlife

c. Mythology

. Creation myths
. Osiris and Isis

d. Art and writing

. Artistic styles and conventions
. Art media
. Hieroglyphics

2. Greece

a. Origins of democracy

. The city states
. Athenian government

C. (Continued)

. Spartan social structure

b. Art and architecture

. Classical artistic ideals
. Artists and their works
. Design of a Greek temple

c. Mythology

. The Olympians
. Stories of the gods
. Stories of heroes

d. Literature

. Homer
. The tragedies--Euripides, Aeschylus
. The comedies--Aristophanes

e. Contributions to western civilization

3. Africa

a. Artifacts and monuments

. The Kingdom of Zimbabwe
. Ancient Kush
. Iron Age Africa

b. Art and music

C. (Continued)

. Benin and wax molding
. Zimbabwe soapstone carving
. Traditional sub-Saharan music

c. Languages and cultures

. Bantu
. Sudanese

4. Middle America

a. The Mayans

. Temples and religious centers
. The Mayan calendar
. Mayan hieroglyphics

b. The Aztecs

. Monuments
. Farming
. Lifestyle

EVALUATION STRATEGIES

Pupils will:

. Discuss reasons for the study of ancient civilizations.

. Prepare a time line depicting the civilizations studied.

. Prepare reports, charts, art works and time lines for use in comparing and contrasting ancient civilizations (e.g., art, mythology, language, and social systems).

LESSON PLAN - GRADE 6 TOPIC: HOW AN ARCHEOLOGIST WORKS STUDY UNIT: Ancient Civilizations (See p. 82.)

Major Concept - Culture
Sub-Concepts - Multiple Causation, Environment

GENERAL IDEA

Archeological evidence is interpreted by using facts and assumptions in drawing conclusions.

SPECIFIC IDEAS

1. Archeologists begin their investigations with a statement of the problem and one or more hypotheses.
2. Archeologists test their hypotheses by gathering as much information as they can from "dig" sites.
3. Archeologists reach conclusions by testing their hypotheses against data they have gathered.

GENERAL OBJECTIVE (A) (See page 82.)

Pupils will be able to describe the scientific method of archeological investigation.

SPECIFIC OBJECTIVES

1. Pupils will make assumptions about a simulated archeological site.
2. Pupils will use archeological methods to investigate the site and either validate or refute their assumptions.

MATERIALS/EQUIPMENT

1. Graph paper, pencils
2. Soil
3. Prepared box of buried objects

PREASSESSMENT

142

Provide opportunities for class to make problem-solving assumptions about school activities and to validate or refute them.

143

SPECIFIC IDEAS TO BE TAUGHT		LESSON SEQUENCE	
1. Archeologists begin their investigations with a statement of the problem and one or more hypotheses. Skills: Analyzing, discussion, making an hypothesis, critical thinking		Show:	Prepare a flat box lined with foil containing 2½ inches of soil. Bury at random a chicken bone, a piece of paper napkin, a piece of a paper cup, and other remnants of a picnic lunch. Present the prepared box to the class with the announcement that there are things buried in the box.
		Discuss:	Allow discussion as to what may be under the soil, where it came from, who might have left it there, and how it should be removed.
		Apply:	Help the class to develop the understanding that archeologists start investigations with a statement of the problem they will try to solve. Guide the class to state its problem: "What is buried in the box, how did it get buried, and who may have left it?" List student hypotheses on the chalkboard.
2. Archeologists test their hypotheses by gathering as much information as they can from "dig" sites. Skills: Gathering data, describing objects, graphing, testing hypotheses, making conclusions		Show:	Uncover one object in the box.
		Discuss:	Ask class members how they would describe the object if they were to report on this "dig." A complete description should include: a. Physical description

b. Location of object

c. Depth from surface

d. A way of keying the description to the object itself

Apply: Allow a few pupils to uncover carefully all buried objects. Others should record the location of each "find" on a graph paper diagram of the box. As items are recovered, other pupils should label them and record a description of each item.

3. Archeologists reach conclusions by testing their hypotheses against the data they have gathered.

Skills: Testing an hypothesis, drawing an inference, making conclusions, making a list, charting information

Show: Using a single datum, show how information may make a hypothesis more likely or may tend to refute the hypothesis.

Discuss: Review each hypothesis in relation to the evidence found. If necessary, ask the class to state a new hypothesis. Help children to identify statements of supposition or inference.

Apply: Help pupils prepare a statement about the culture of the people who left the objects.

SUMMARY AND EVALUATION

. Ask pupils to compare the steps they took with those an archeologist would use. (See Kubie, First Book of Archeology; Brennan, Beginner's Guide to Archeology; or invite to class a resource person from a local museum to provide needed information.)

. Request that class members make a chart of the steps used by archeologists.

Borrow an ancient tool or artifact from the Education Section of the local museum. Help pupils to hypothesize about its cultural origin.

Ask pupils to present reports about the work of famous archeologists, such as Leakey, Carter, and Schliemann.

LESSON PLAN - GRADE 6 TOPIC: EGYPTIAN ART STUDY UNIT: Ancient Civilizations (See p. 82.)

Major Concept - Culture, Diversity
Sub-Concepts - Truth, Morality

GENERAL IDEA

Egyptians, like people of other early civilizations, recorded their actions and beliefs through their art in ways specific to their culture.

SPECIFIC IDEAS

1. Egyptian figurative painting was based on a style particularly suited to relief art.

2. Egyptian pictures reveal many details of the social structure, technology, and everyday life of the people.

GENERAL OBJECTIVE (E) (See page 82.)

Pupils will be able to recognize the specific artistic and architectural styles of various ancient civilizations studied.

SPECIFIC OBJECTIVES

1. Pupils will recognize pictures created in the Egyptian style.

2. Pupils will describe the Egyptian art style.

MATERIALS/EQUIPMENT

1. Reproductions of Egyptian paintings suitable for display

2. References: Glubok, The Art of Ancient Egypt; Jessup, The Wonderful World of Archeology; Jessup, Lost Worlds; books on ancient Egypt containing illustrations of art work

PREASSESSMENT

Display portrait paintings done in various styles, and ask pupils to describe the portraits. Encourage pupils to examine and describe the differences in artistic styles.

SPECIFIC IDEAS TO BE TAUGHT

1. Egyptian figurative painting was based on a style particularly suited to relief art.

   Skills: Pictorial analysis, judging evidence, applying generalizations

Show:	Display to the class a variety of Egyptian pictures of persons, both those painted and pictures done in the relief technique.
Discuss:	Ask the class to identify how the Egyptian style differs from the way classical western artists or photographers represent people. Explain that, while the head and legs were shown in profile, the trunk of the body was twisted, appearing nearly full front; and one eye was shown in frontal view but on the side of the head.
Apply:	Present the relief figures again. Ask class members to hypothesize how this kind of art was done and why the Egyptian style was particularly suited to this medium. Request that class members explain why the style carried over into Egyptian paintings. Ask pupils to find more examples of Egyptian painting in their textbooks or library books and to determine whether the style was always followed.

2. Egyptian pictures reveal many details of the social structure, technology, and everyday life of the people.

   Skills: Pictorial analysis, following directions, gathering data, making lists, drawing conclusions, sketching

Show:	Raise the question, "What does Egyptian art tell us about the way the Egyptians lived?"
Discuss:	Ask pupils to determine the activities depicted in the art. Focus on foods, dress, technology, and everyday life. List the activities on the chalkboard.

Ask pupils to state conclusions about the life of the Egyptians as shown in their art.

Apply: Ask each pupil to portray something he/she has learned about Egyptian life by sketching a picture in the Egyptian style.

SUMMARY AND EVALUATION

- Discuss the content of the finished sketches, and ask individual pupils to describe what each picture represents.
- Compare Egyptian art forms with those of another ancient civilization.
- Arrange for the class to visit the Egyptian display at the Los Angeles County Museum of Natural History.
- Encourage pupils to read stories of life in ancient Egypt (i.e., McGraw, The Golden Goblet; Jones, Boy of the Pyramids; and Morrison, The Lost Queen of Egypt).

153

154

	GRADE SEVEN	GRADE EIGHT	GRADE NINE
	HISTORY/GEOGRAPHY (One Semester)	U.S. HISTORY/GEOGRAPHY (Two Semesters)	WORLD HISTORY/GEOGRAPHY (Two Semesters)
STUDY AREAS	A series of area studies of the non-western world. The early history and geography of these areas as well as their modern civilizations will be considered.	A study of U.S. History and its political and governmental development, emphasizing the geography of the country. The contribution of ethnic and other minority groups is an integrated theme.	A study of western civilization from ancient times to the present. Depending on local school option, one of the two semesters may be used as an elective. For elective settings, see chart for Grade Ten.
SUGGESTED SETTINGS OR STUDY UNITS	Indian Subcontinent (See sample unit, p. 96.) China Sub-Saharan Africa Middle East Pacific Islands Japan	Colonial Institutions Struggle for Independence Democracy and the Constitution Westward Movement The Civil War Industrial Development Economic Growth Immigrants -- A Perspective (See sample unit, p. 106.) Becoming a World Power Changing Mores of the 20th Century Involvement in Foreign Affairs	Ancient and Medieval History Origin of Modern States (See sample unit, p. 120.) Emergence of Technology and Science 19th Century Imperialism An Era of World-Wide Conflict International Organizations The USSR and World Tensions Challenge of the Future
CONCEPTUAL DEVELOPMENT	One or more of the following concepts should be emphasized in each lesson, depending upon the unit of study:		
	Culture	Environment	Citizenship	Scarcity	Multiple Causation	Property
	Needs/Wants	Social Control	Justice	Resources	Interdependence	Morality
	Authority/Power	Change	Freedom	Diversity	Conflict	Truth
	PROFICIENCY LEVEL: JUNIOR HIGH					
READING SKILLS	Evaluates information obtained from written material by: a. Recognizing author's point of view b. Recognizing propaganda and its purposes in a given context c. Examining materials for consistency, reasonableness d. Examining reasons for contradictions or "seeming" contradictions in evidence Locates information by using the Reader's Guide, card catalog, and microfilm. Makes use of marginal notes and footnotes to discover author's emphasis.		

LISTENING/ SPEAKING SKILLS	Records minutes of a meeting. Reserves judgment during a presentation. Takes notes of a simple presentation. Reports on a lecture, show, meeting, or assembly.	Evaluates speaker by: a. Identifying main points b. Listing supporting points Predicts logical ending to an incomplete narrative.	Discriminates between emotional and factual content. Outlines simple lecture while listening.
WRITING SKILLS	Takes and organizes notes. Uses outlines in writing. Writes: a. More than one account of an event b. News articles, editorials, and advertisements c. Comparisons, contracts, and summaries Makes a bibliography.	Writes: a. Notes based on observations b. Lists c. Directions d. Class notes e. Compositions (dialogue to persuade, editorials, interpretation of cartoon materials)	
MATHEMATICAL SKILLS	Begins to develop a sense of pre-history and geologic time. Begins to use the BC/AD notation. Draws conclusions from graphs, charts, and tables.	Constructs graphs and charts. Relates simultaneous but spatially separate events. Compares various time periods.	Understands differences in duration of various historical periods. Begins to formulate generalizations about time in the development of human affairs. Uses the BC/AD notation.
MAP AND GLOBE SKILLS	Identifies kinds of maps. Constructs sketch maps. Relates historical events to cities, countries, and continents.	Develops an understanding of coordinate systems other than latitude and longitude. Measures distance and area covered by a large-scale map. Understands the relationship of location and history.	Uses latitude and longitude to locate places on various maps. Understands the International Date Line and computes time problems relating to international travel. Recognizes the distortions of various map projections.

STUDY UNIT - GRADE SEVEN

UNIT TITLE: Indian Subcontinent (See p. 94.) TIME SPAN: 4 weeks

Concepts: Culture, Human Patterns

GENERAL OBJECTIVES - Students will be able to:

A. Recognize the geographic regions of India.

B. Discuss the basic ideas of Hinduism and Buddhism.

C. Identify the structure of an Indian family and the roles played by family members.

D. Identify the differences between village and city life in India.

E. Identify the problems faced by the Indian nation.

F. Describe the structure of an Indian village.

CONTENT

A. Geography of India

1. Regions

a. Himalayas

b. Indus Valley

c. Ganges Valley

d. The Deccan

e. East coastal plain

f. West coastal plain

A. (Continued)

2. Regional climates

3. Population distribution

4. Agricultural patterns

5. Distribution of languages

B. Indian Religions

1. Basic world view

a. Eternity of existence

b. Reincarnation

159

160

B. (Continued)

c. The Wheel of Karma (ladder of reincarnation)

d. Religious diversity within the Indian tradition

2. Hinduism

a. The caste system

b. The high gods (Brahman and Trimurti)

c. The ways of religion

(1) Ritual--the Vedas

(2) Asceticism--rishis

(3) Meditation--yoga

(4) Devotion--Bhakti

d. Hindu mythology

3. Buddhism

a. The Four Holy Truths

(1) Life is sorrow.

(2) Desire causes sorrow and reincarnation.

(3) Stopping desire stops sorrow and leads to Nirvana.

(4) Following the Eightfold Path is the way to Nirvana.

B. (Continued)

b. The spread of Buddhism in India

c. Spread to other countries

(1) Chinese Buddhism

(2) Japanese Buddhism

C. Family Life

1. Definition and structure of the joint family

2. Family relationships and hierarchy

3. Family roles

a. Man and boy

. As son
. Brother to brother
. Brother to sister
. Mother's brother
. Husband

b. Girl and woman

. As daughter
. As young wife
. As matron

4. The wider family

a. Lineage

b. Clan

c. Caste (jati)

D. Village Life

1. The jajmani system
2. Caste ranks in a village
3. Village government
4. Changes in village life

E. City Life

1. Class and caste in modern cities
2. Economic structure and opportunity
3. Industrialization
4. Changes in the city

F. Problems of India

1. Population
2. Agricultural production
3. Industrialization

TEACHER REFERENCES

The following references will be helpful to the teacher in refreshing his/her knowledge of India. All are available in paperback or may be obtained in many public libraries:

Fox, Robin, Kinship and Marriage (Pelican, 1967)

Mandelbaum, David T., Society in India (University of California Press, 1970)

Sen, K. M., Hinduism (Penguin, 1967)

Weber, Max, The Religion of India (Free Press, 1967)

LESSON PLAN OUTLINE

TOPIC: Geography of India (See sample unit, p. 96.) GRADE LEVEL: 7

A. Objectives

Students will be able to:

1. Recognize the geographic regions of India. (A) (See page 96.)

2. Describe the relationship of population density to climate and landform.

B. Materials

1. Desk outline maps of India

2. Tracing paper and pencils

3. Books containing suitable maps of India, such as Goode's World Atlas; Crain, The People of South Asia; or Fersh, Story of India

C. Sequence of Instructional Plan

1. Introduction

Ask students to prepare a series of overlay maps of India traced on paper. Each map will contain six pages, each page conforming to the list of topics below. All of the maps should be of the same size and scale.

Map #1 Base Outline
Map #2 Mountains and Rivers
Map #3 Major Cities
Map #4 Rainfall
Map #5 Climates
Map #6 Farming Types (land use)
Map #7 Population Density

2. Development

a. Using their maps, students will discuss the following relationships with the class:

164

165

- Crops needing the greatest rainfall, the least rainfall (Overlays 4 and 6)
- Locations of most of the people in relation to landform (Overlays 2 and 7)
- Locations of cities in relation to physical features (Overlays 2 and 3)
- Relation of climate types to rainfall (Overlays 4 and 5)

b. Ask pupils to prepare another map of India on which they will draw a line around areas that have the least differences in landform, rainfall, climate, and types of farming.

3. Conclusion

a. Ask class to compare the regions they have identified with regions described in the textbook.

b. Discuss criteria for identification of regions by type.

LESSON PLAN OUTLINE

TOPIC: The Family Unit in India (See sample unit, p. 96.) GRADE LEVEL: 7

A. Objectives

Students will be able to:

1. Identify the structure of an Indian family and the roles played by family members. (C) (See p. 96.)

2. Compare an Indian family with a typical American family and recognize the differences in member roles.

B. Materials

Textbooks: Birch, McKeown, Asia: World Studies Inquiry Series; Fersh, The Story of India

C. Sequence of Instructional Plan

1. Introduction

a. Ask the class to identify the members of a typical American family. Discuss the difference between "immediate family" and "extended family." As students name family members (mother, father, son, daughter), draw a family chart on the chalkboard, using triangles for males, circles for females, horizontal lines joining husband and wife, and vertical lines indicating descent.

b. Ask the class whether the charted family members remain as family members for their entire lives. Discuss the differences between natal family and marriage family. Indicate that American families usually begin with a marriage, grow with births, and diminish when children grow up and start their own families apart from their natal family group.

c. Request students to chart their own families, indicating themselves by "I" and other family members by title.

2. Development

a. Direct class to read about the structure of the Indian family in The Story of India and Asia: World Studies Inquiry Series.

b. Read to the class the following definition of an extended family of India:

"An Indian family is a band of brothers, their wives, sons, daughters-in-law, unmarried daughters, and grandchildren."

c. In discussion, ask class to make comparisons between American and Indian families by answering the following questions:

Who is a member of an Indian family who would not be a member of an American family?

Which members of the Indian family remain in the natal family for their entire lives? Who leaves? Why?

Does an Indian family begin and end?

If an American family is built around the marriage bond, what bond holds an Indian family together?

d. Assist class in charting the Indian family on the chalkboard. Identify a member of the third generation as "I" and identify family roles and relationships. In discussion, establish that:

All members of one's own generation are like siblings, in the sense that they are an age group brought up together in one home. (Americans would call some cousin, not sister or brother.)

All members of the older generation are, by the same logic, like parents although they include aunts and uncles.

In India there is an important difference between mother's brother (MB) and father's brother (FB) in that father's brother is a member of the family household and mother's brother is not.

e. Explore with the class the roles of various relatives, having the class develop equations like FB=F (father's brother is like a father), etc.

3. Conclusion

Ask students to prepare a list of similarities and differences among American and Indian families.

D. Extension and Enrichment

- Ask the class to read a description of a particular Indian family in either the textbook or a selected library book.
- Discuss how the descriptions differ from the "typical" family.

TEACHER REFERENCE

This lesson involves certain anthopological techniques and concepts. A recommended teacher reference is Kinship and Marriage, by Robin Fox (Penguin, 1967).

STUDY UNIT - GRADE EIGHT

UNIT TITLE: Immigrants -- A Perspective (See p. 94.) TIME SPAN: 2 weeks

Concepts: Diversity, Culture, Conflict

GENERAL OBJECTIVES - Students will be able to:

A. Understand the varied cultural heritage of ethnic immigrant groups.

B. Identify similarities and differences among ethnic groups.

C. Recognize stereotypes about immigrant groups.

D. Recognize problems shared by minorities in America.

E. Identify cultural changes that occurred with the influx of immigrants.

CONTENT

A. The Immigrants: Similarities and Differences

1. Places of origin
   a. Western Europe
   b. Eastern and Southern Europe
   c. Asia
   d. Latin America
2. Characteristics of immigrants (for each area of origin)
   a. Languages
   b. Socio-economic status

A. (Continued)

   c. Religions
   d. Cultures
3. Motivation for immigration
   a. Political
      . Aftermath of European revolutions
      . Refugees from dictatorships
   b. Economic
      . Famines and depressions
      . Long-standing differences in living standards
      . Population pressures on available agricultural land

A. (Continued)

c. Religious

. Persecution in eastern Europe

B. The Newcomers' Views of America

1. Perceptions and reality

a. Opportunities and limitations

b. Social status

c. Exploitation

2. Changing economic conditions

a. Depressions and recessions

b. Lessening availability of land

3. Prejudice, stereotypes, and discrimination

a. Stereotypes about cultural groups

b. Discrimination in housing

c. Discrimination in employment

4. Language problems and psychological barriers

a. The linguistic heritage

b. Lack of opportunities to acquire the new language

c. Effects of the language barrier

B. (Continued)

5. Conflicts and incidents

a. American nativist movements

b. Oriental Exclusion Act

C. Adaptations to the New Environment

1. Assimilation

a. The Melting Pot idea

b. Efforts at assimilation

2. Cultural Pluralism

a. Failure of the Melting Pot

b. Value of cultural identity

D. Later Cultural Changes

1. Changes in American culture

a. Contributions of immigrant groups

b. A multicultural America

2. Changes in immigrant cultures

a. Assimilation of American cultural traits

b. Reactions to experiences in America

EVALUATION STRATEGIES

Students will have opportunities to:

- Write essays about the experiences of immigrant groups in America.
- Discuss the effects of immigration on immigrant and native-born groups.
- Interview persons who are recent immigrants to this country, compare their experiences with those of earlier immigrants, and report findings.

LESSON PLAN OUTLINE

TOPIC: Experiences of Immigrant Groups in America (See sample unit, p. 106.) GRADE LEVEL: 8

A. Objective

Students will be able to identify similarities and differences among ethnic groups. (B) (See p. 106.)

B. Materials

1. Textbook: Feder, Bernard, Our Nation of Immigrants

2. Filmstrip: Growing Up Latino (Concepts and Inquiry Filmstrips)

C. Sequence of Instructional Plan

1. Introduction

Provide a homework reading assignment involving the experiences of two ethnic immigrant groups (Feder, Our Nation of Immigrants).

2. Development

a. Divide class into small groups, each group to discuss comparisons of the experiences and attitudes revealed in the two articles. Ask students to develop the following areas:

. Needs and wants of the immigrants
. Barriers to satisfaction
. Conflicts with others
. Perceptions of America

b. Following the discussion period, ask members of each study group to draw up a summary statement and report to the class.

3. Conclusion

a. Present the filmstrip Growing Up Latino. Lead a discussion concerning the stresses and conflicts within Luis' family brought about by acculturation.

b. Ask students to write a short essay summarizing the similarities and differences among the experiences of all groups studied.

D. Extension and Enrichment

. Direct students to provide written reports, using biographies selected from the school library, on the experiences of immigrants.

LESSON PLAN OUTLINE

TOPIC: Stereotyping and Prejudice (See sample unit, p. 106.) GRADE LEVEL: 8

A. Objectives

Students will be able to:

1. Recognize stereotypes about immigrant groups. (C) (See p. 106.)

2. Compare stereotypes with reality.

B. Materials

1. Slide program: Distorted Image Stereotypes and Caricatures. (Available from Anti-Defamation League, B'nai B'rith)

2. Cartoons picturing stereotyped subjects.

C. Sequence of Instructional Plan

1. Introduction

a. Present a set of cartoons with captions removed, portraying obvious racial or ethnic stereotypes for student analysis. Ask students to comment on each cartoon by writing their own captions. Provide opportunity for students to share results orally with other class members. Inferences and generalizations about stereotypes should be formulated and recorded as notes.

b. Introduce the slide show Distorted Image Stereotypes and Caricatures by defining key vocabulary words. (The program can be presented either without pause with a follow-up discussion, or by pausing at certain slides for the discussion.)

2. Development

Ask students to role play several situations depicted in the cartoons, either those suggested below or others. (You may wish to model an incident first, if students are reluctant to engage in this type of activity.)

Suggested incidents:

a. An Irish-American family, at the turn of the century, is to be evicted from its home in a large city. The family consists of a father, mother, and three children. The family members come to you for advice since they consider you to be their best friend. Allow the father to tell his story.

   What choices can you suggest? How can you help?

b. An immigrant in the present year has just arrived in town. No one meets him at the bus station, and he speaks very little English. He has limited funds and must find his brother, who teaches at a university in Los Angeles. Since you have a friendly face, he tries to ask you for directions. What do you do?

3. Conclusion

   The students should be debriefed concerning the incidents. Role players should explain their feelings and attitudes. Ask students who observed the role playing to describe cues that elicited positive and/or negative expectations and attitudes.

D. Extension and Enrichment

. Provide a reading assignment that allows students to make comparisons about the experience of ethnic minorities and immigrants. (Suggested text material: Feder, Bernard, Our Nation of Immigrants.)

LESSON PLAN OUTLINE

TOPIC: Inner Circle: Nimilatsioas (Assimilation) (See sample unit, p. 106.) GRADE LEVEL: 8

A. Objective

Students will be able to recognize problems shared by minorities in America. (D) (See p. 106.)

B. Materials

Copies of duplicated message sheets, as indicated in section C.2., below

C. Sequence of Instructional Plan

1. Introduction

Ask students to arrange some chairs in a tight circle. These chairs are to be occupied by a small segment of the class. Explain that those students sitting in this "inner circle" will be rewarded as members of an "elite" group. Others can enter and participate if they know the password.

2. Development

Distribute copies of two different duplicated sheets. Students sitting in the "inner circle" should receive the sheet containing both the scrambled and unscrambled message while those class members outside the circle should receive only copies of the sheet containing the scrambled message. Tell the latter students that they will learn the password for admission to the inner circle if they can unscramble this message. Begin praising the inner-circle students and exhorting those excluded to figure out the password so that they may join the other class members. Note the degree of intensity of feeling among the members of each group.

The sheet containing only the scrambled message should read as follows:

Who sode ti lefe ot be pekt uto nad ton decpacet sa a purog remmeb?

Ouy naction tener het renin lecirc lecturuc cesaube royu ganugale is fifnetred rofm het jimyorat.

Het himyorat nacton pipeatcare uyo cesaube rithe lecturuc sode pactec peloep how od ton epaks rithe ganugale.

Het nylo yaw to nijo het nerin celric si whit het sapsdwor, chiwh si nasimisolati.

The other sheet should also include the unscrambled message, which reads as follows:

How does it feel to be kept out and not accepted as a group member?

You cannot enter the inner circle culture because your language is different from the majority.

The majority cannot appreciate you because their culture does not accept people who do not speak their language.

The only way to join the inner circle is with the password, which is assimilation.

3. Conclusion

Conduct a discussion, using the information on the duplicated sheets.

Suggested Questions: (outer group)

a. What were your first feelings when you were given the sheet of paper which contained the scrambled message?

b. Did you feel eager to unravel the words? Why? Why not?

c. How did you feel as you worked on the paper?

d. What did you do in order to get the password?

e. How did you feel when you saw the persons in the inner circle enjoying themselves?

Suggested Questions: (inner circle)

a. What were your feelings when you were placed in a favored position?

b. How did you feel when the members of the outer group had to work and you did not?

c. Did anyone in the outside group ask for your help? What did you do? Why?

Suggested Questions: (both groups)

a. How important is language in moving from one culture to another?

b. What are people likely to do when they have difficulty with a new language in a new place?

c. What problems would you face if you had to move to another country and you did not know the language?

D. Extension and Enrichment

. Ask the class to prepare a plan whereby the members of the "inner circle" could have helped others to join their group without actually telling them the password.

STUDY UNIT - GRADE NINE

UNIT TITLE: Origin of Modern States--The Renaissance (See p. 94.) TIME SPAN: 2 weeks

Concepts: Change, Culture

GENERAL OBJECTIVES - Students will be able to:

A. Define the Renaissance as an historic period.

B. Differentiate between Renaissance art and the art forms of other historic periods.

C. Discuss why the Renaissance was an era of change.

D. Appreciate the contributions of Renaissance cultures to the western heritage.

CONTENT

A. The Renaissance Period
   1. Definition
   2. Time span
   3. Origin and spread

B. Art of the Renaissance
   1. New expressions
      a. The human body
      b. Secular subjects
      c. Portraiture

B. (Continued)
   2. New techniques
      a. Perspective
      b. Chiaroscuro
      c. Use of light
      d. Oil as a tool
   3. Representative artists
      a. Michelangelo

b. Da Vinci

c. Van Eyck

d. Raphael

e. Titian

C. Literature

1. Vernacular

2. Secular fiction

3. Ancient manuscripts as style models

4. Representative authors

a. Dante

b. Boccaccio

c. Shakespeare

d. Cervantes

D. Science

1. The physical sciences

a. The Ptolemaic system

b. The medieval-Aristotelian world view

c. Copernicus

. New model of the universe
. Acceptance and resistance to the new view

D. (Continued)

d. Galileo

. Experimental method
. Telescope

e. Kepler--a new mathematical model

2. The biological sciences

a. Vesalius--anatomy

b. Harvey--physiology

c. Leeuwenhoek--microbiology

E. The Spread of Knowledge

1. Search for ancient manuscripts

2. Printing--Gutenberg

3. Education

a. Secular schools

b. New ideas in education

F. Exploration

1. Medieval trade

a. Routes to the Orient

b. Goods and trade patterns

c. Sailing techniques

Break in trade patterns

a. Ottoman conquests

b. Decline of Venice and Genoa

c. Need for new routes to the Orient

Southern passage around Africa

a. New technology

. Ships and hulls
. Astrolabe and compass
. Prince Henry's school

b. Portuguese explorations

c. Difficulties of the Cape of Good Hope route

d. Discoveries in Africa

Western passage to Asia

a. Pre-Columbian knowledge of the earth's circumference

b. Method of determining longitude

c. Columbus

. Knowledge and intentions
. Rejections
. Discoveries

F. (Continued)

d. Recognition of new lands

5. Continuing quest for route to Asia

a. Southwest passage--Magellan

b. Northwest passage--English explorers

LESSON PLAN OUTLINE

TOPIC: The Renaissance--A Definition (See sample unit, p. 118.) GRADE LEVEL: 9

A. Objective

Students will be able to define the Renaissance as an historic period. (A) (See page 118.)

B. Materials

Pictures of statues, paintings, and buildings. (Each set should include a Greco-Roman example, a medieval example, and a Renaissance example.)

C. Sequence of Instructional Plan

1. Introduction

   a. Present three sets of pictures illustrating medieval, Renaissance, and Roman art forms for comparison, each set containing three pictures. In the first set, show buildings such as the Roman Pantheon, a medieval church, and a Renaissance church, such as St. Peter's Basilica. Include in the second set a series of Roman, medieval, and Renaissance paintings; and place in the third set a series of examples of sculpture.

   b. Ask the class to decide which two pictures in each set of three seem to belong together.

2. Development

   a. As students study the works of art shown in the pictures, indicate the year in which each work was created.

   b. Ask why the Roman and Renaissance works seem similar. List similarities on the chalkboard.

3. Conclusion

   a. Point out to the class that "Renaissance" literally means rebirth. Ask what culture might have been reborn in the Renaissance.

   b. Ask the class members to phrase a tentative definition of the Renaissance.

191

192

D. Extension and Enrichment

. Ask what areas of Roman and Greek culture, other than art and architecture, might have been reborn during the Renaissance period. Assign students to perform research and report findings.

· Assist students in revising and expanding the original student definition of the Renaissance on the basis of these reports.

LESSON PLAN OUTLINE

TOPIC: Renaissance Art (See sample unit, p. 118.) GRADE LEVEL: 9

A. Objective

Students will be able to differentiate between Renaissance art and the art forms of other historic periods. (B) (See p. 118.)

B. Materials

Illustrations of medieval and Renaissance paintings and sculpture (large pictures or slides)

C. Sequence of Instructional Plan

1. Introduction

Show pictures to the class in a sequence of alternate medieval and Renaissance examples. Ask how the Renaissance works of art differ from the medieval examples. Develop a list of differences on the chalkboard.

2. Development

a. Classify the differences in the pictures into three groups: content, style, and technique.

b. Re-sort the pictures and show the Rennaissance examples. Ask students to list the subject matter of the paintings. Repeat for the medieval examples. Lead a discussion concerning themes of Renaissance artists.

c. Ask students to study differences in the way in which the human form was depicted in the two historic periods.

d. Lead a discussion on the interests and knowledge shared by Renaissance artists.

e. Show the class examples of the art of fresco painting. Ask students to contrast this technique with that portrayed through oil paintings. Request that the class prepare a statement comparing fresco and oil painting.

3. Conclusion

Encourage students to write short essays summarizing the characteristics of Renaissance art. Ask volunteers to read individual essays. Assist in the preparation of a joint summative statement.

D. Extension and Enrichment

. Arrange a field trip to the Los Angeles County Museum of Art to see Renaissance paintings.

. Assign individual research reports on the qualities of various fine arts (furniture, objets d'art, silver work) during the Renaissance as opposed to those during the Middle Ages.

· Provide opportunities for students to do research on the lives and contributions of various Renaissance artists.

GRADE TEN

	ELECTIVE AND/OR OPTIONAL COURSE (One semester)
AREAS OF STUDY	Programs should be presented which enable the students to deepen their understanding of their own community, the nation, and other world areas. Studies at this level may be area studies, comparative culture studies, studies using a single discipline as the basis of study, interdisciplinary studies, or studies which explore the persistent global problems of war, peace, poverty, human rights, and governmental decision making.
CHOOSING A SETTING	Guidelines for Selection of Settings: 1. Settings should be selected which provide: a. A manageable data base to be processed by students for the purpose of formulating desired generalizations, concepts, and values. b. A manageable social situation in which generalizations, concepts, and values can be used in investigations. 2. Settings are not end goals to be studied but are specific contextual descriptions of human interactions to be processed through the use of intellectual, work-study, social participation, and valuing skills. 3. Students will study particular aspects of humanity's broad experience and relate these learnings to their day-to-day experiences.

SUGGESTED SETTINGS OR STUDY UNITS

Mexican American Studies	Afro-American Studies
America's Intercultural Heritage	Asian Studies
Consumer Economics and Law	Law and Youth
Teen-age Psychology	Police Science
Middle East Studies	Geography
American Indian Studies	Economics

CONCEPTUAL DEVELOPMENT

One or more of the following concepts should be emphasized in each lesson, depending upon the unit of study:

Citizenship	Culture	Multiple Causation	Conflict
Justice	Diversity	Interdependence	Change
Freedom	Environment	Scarcity	Social Control
Truth	Resources	Property	
Morality	Needs/Wants	Authority/Power	

PROFICIENCY LEVEL: EARLY HIGH SCHOOL

GENERAL SKILLS

Since specific courses at this level may not be taken by all students, new skills are not introduced. This level can serve as an appropriate point at which to assess a student's mastery of previously developed skills.

Course offerings at this level should be designed with anticipated student skill levels in mind.

When proficiency is found to be below the junior high school level, an effort should be made to teach the needed skills.

Skills already mastered should be reinforced and deepened.

	GRADE ELEVEN	GRADE TWELVE
THEME	U.S. HISTORY AB (Two Semesters)	U.S. GOVERNMENT (One Semester)
AREAS OF STUDY	A topical examination of the political, economic, social, and cultural developments of the United States at a more complex level than that previously studied. Options: a. A two-semester, overall survey course b. A two-semester course with emphasis on events of the 20th century c. A two-semester course emphasizing a topical approach with in-depth study of specified areas d. A one-semester, overall survey course and a one-semester course emphasizing a topical approach	At a mature level, a study of the purpose, structure, and function of federal and local government institutions.
CONCEPTUAL DEVELOPMENT	One or more of the following concepts should be emphasized in each lesson, depending upon the unit of study: Citizenship, Truth, Diversity, Needs/Wants, Scarcity, Conflict Justice, Morality, Environment, Multiple Causation, Property, Change Freedom, Culture, Resources, Interdependence, Authority/Power, Social Control	
SUGGESTED SETTINGS OR STUDY UNITS	The Declaration of Independence The American Revolution The Constitution (See sample unit, p. 130.) Causes and Results of the Civil War Reconstruction Period Rise of Sectional Interests Growth of Industrialization Immigration Populism/Progressivism Depression and Recovery Involvement in 20th Century Conflicts Interdependence in a Shrinking World	The Constitution The Bill of Rights (See sample unit, p. 138.) Powers of State and Local Governments The Courts--Judicial Branch The Presidency--Executive Branch The Congress--Legislative Branch The Ballot: Rights and Responsibilities of Citizens Foreign Relations and National Security Financing Government Pressure Groups

	PROFICIENCY LEVEL: SENIOR HIGH SCHOOL	
READING/ LISTENING/ SPEAKING SKILLS	At this level the student will have been introduced to all reading and listening skills necessary to succeed in a social studies program; however, it is still necessary to continue the systematic development of each of these skills. Throughout the high school years, it is important to help students maintain their levels of skill proficiency, while assisting them to extend these skills to higher levels of sophistication.	
WRITING SKILLS	Writes: a. Essay responses on examinations b. Summaries of committee work, class discussions c. Business letters to consumer and government agencies d. Applications for credit, a job, a driver's license e. Multiparagraph compositions Analysis-conclusion Analysis-persuasion Defending, questioning	Writes: a. Notes on formal lectures b. Multiparagraph themes Extended definition-- defining and classifying Analyzing a problem Reaching a judgment, using logic and reason Defending a judgment c. Library research papers
MAP AND GLOBE SKILLS	Consults two or more maps to gather information. Draws a cross-section portion of a topographic map. Measures distance on a small-scale map, allowing for distortion. Draws a general-purpose map.	Reads an isohyetal or other special-purpose map. Describes a place from a series of maps. Estimates area on a small-scale map, allowing for distortion. Draws a special-purpose map.
MATH SKILLS	Formulates generalizations and conclusions about human affairs, based on temporal relationships. Solves problems arising from systems of calendar notation. Relates the duration of many time periods to historical events.	

STUDY UNIT - GRADE ELEVEN

UNIT TITLE: The Constitution (See p. 128.) TIME SPAN: 3 weeks

Concepts: Authority/Power, Conflict, Justice

GENERAL OBJECTIVES - Students will be able to:

A. Understand why a document like our Constitution became necessary at a particular time in our history.

B. Identify the leading writers of the Constitution.

C. Explain the structure of the Constitution.

D. Understand the concept of separation of powers as written into the Constitution.

E. Apply constitutional provisions to daily actions.

F. Analyze current events in terms of modern interpretations of constitutional history.

CONTENT

A. The Articles of Confederation

1. Political diversity

a. Localism vs. centralism

b. North vs. South

c. Radicals vs. conservatives

2. The Articles of Confederation

a. Nation or alliance

b. Powers and structure of the new government

c. Weaknesses of the Articles

A. (Continued)

3. Frontier problems

a. State and national claims

b. The Northwest Ordinance

4. Foreign affairs

a. English non-compliance with the Treaty of Paris in the Northwest

b. Spanish policy in Florida

c. Spanish closure of the Mississippi

A. (Continued)

5. Critical period for the economy

a. Post-war depression

b. Uncontrolled British competition

c. Lack of a uniform currency

d. Problem of state debts

6. Radical protests

a. Economic problems of small businessmen, farmers, and workers

b. State actions

. Stay laws
. Legal tender acts
. Paper money
. Effects of state action

c. Private actions

. Riots in Vermont
. Courthouse burning in New Hampshire

d. Judicial action--Trevett vs. Weeden

e. Shay's Rebellion

B. The Constitutional Convention

1. Movement for a stronger government

a. Alexander Hamilton

B. (Continued)

b. The Virginia-Maryland Conference

c. The Annapolis Convention

d. The Philadelphia Convention

2. Constitutional issues

a. Attendance

b. Debate on powers

. The Virginia Plan
. The New Jersey Plan

c. Debate on the slave trade

. Southern stand
. Representation problem
. Compromise

d. Debate on selection of executive

. Fear of autocracy
. Desire for congressional supremacy

e. Agreement on a judiciary plan

f. The system of checks and balances

C. The Constitution

1. Legislative Branch--Congress

a. House of Representatives

. Election
. Rules of proceedings

C. (Continued)

b. Senate

. Election
. Rules of proceedings

c. Powers of Congress

d. Powers denied Congress

2. Executive Branch--The President

a. Election

b. Powers and duties

c. Impeachment process

3. Judicial Branch--The Courts

a. Judges

b. Jurisdiction of the courts

c. Treason

4. The States

a. Powers reserved to the states

b. Powers denied the states

c. Relations between states

d. Forms of state government

e. New states

D. Ratification of the Constitution

1. Reaction to the Constitution

a. Federalist arguments

b. Anti-Federalist arguments

2. Adoption of a Bill of Rights

3. Early ratifications (Delaware, Connecticut, New Jersey, Georgia)

4. The main struggle (New York, Virginia, New Hampshire)

5. The final opposition (North Carolina, Rhode Island)

LESSON PLAN OUTLINE

TOPIC: The Powers of the Federal Government (See sample unit, p. 130) GRADE LEVEL: 11

A. Objective

Students will be able to explain the structure of the Constitution and relate these powers to actual governmental actions at the federal level. (C) (See p. 130.)

B. Materials

Textbooks that contain a copy of the United States Constitution

C. Sequence of Instructional Plan

1. Introduction

   a. Explain to the class that, since the federal government has only designated powers, everything that the federal government is entitled to do must be enumerated somewhere in the Constitution.

   b. Ask the class to find references in the Constitution to all the powers given the federal government. (Article I, Section 8, and Article II, Section 2.)

   c. As the students locate references to the powers, list them on the chalkboard.

   d. Discuss with the class each clause and the meanings of various phrases.

2. Development

   a. Ask the class to look through their textbooks to find examples of statements indicating that the government, the President, or Congress took some direct action.

   b. For each governmental action located, challenge the class to find an appropriate enumerated power relating the action.

c. Discuss with the class the type of authority granted by the Constitution for each of the above actions. Consider:

- Clear-cut authority
- Vague authority
- Court authority ruling on the constitutionality of the action. Ask the class to find in the Constitution the Court's authority to rule on constitutionality.

3. Conclusion

For each of the powers listed, conduct a class discussion leading to a rephrasing of the references to the power, which takes into account the extensions and clarifications added during the lesson.

Extension and Enrichment

- Ask students to save newspaper stories concerning governmental actions. For each action, the student should find and report on the constitutional justification for that action.

LESSON PLAN OUTLINE

TOPIC: Authors of the Constitution (See sample unit, p. 130.) GRADE LEVEL: 11

A. Objective

Students will be able to identify the leading writers of the Constitution. (B) (See p. 130.)

B. Materials

1. Textbooks and/or historical documents containing names of the signers of the Declaration of Independence and of members of the Constitutional Convention

2. Biographical dictionaries, such as Dictionary of American Biography (These may be located in the school library.)

C. Sequence of Instructional Plan

1. Introduction

   a. Explain to the class that historians have suggested that the men who declared independence in 1776 and wrote the Articles of Confederation were a different group from those who wanted a stronger government in 1787 and who wrote the Constitution.

   b. Ask the class to develop a list of characteristics which might differentiate the two groups of persons if the hypothesis is true. Suggest such characteristics as age, profession, wealth, etc.

   c. List the characteristics on the chalkboard, and challenge class members to develop a means of testing the hypothesis. (Presumably, this will involve listing the names of the men involved in each action and checking their biographies.)

2. Development

   a. Challenge the class to find as many names as they can in their texts that fall into either of these two groups:

. Signers of the Declaration or opposers of the Constitution

. Members of the Constitutional Convention or proponents of the Constitution

b. Assign a few names to each student as subjects for research.

c. Request that each student use the resources of the school library to do research concerning the names assigned according to each of the characteristics listed on the chalkboard (i.e., for each man, his age, wealth, profession, etc.)

3. Conclusion

a. On returning to the classroom, assist students in summarizing (in chart form) the data gathered. (The chart should indicate the characteristics of proponents of the Constitution and the characteristics of those who opposed it.)

b. Discuss with the class whether the data summarized supports or refutes the initial assumption. If it seems inconclusive, challenge the class to develop further means of testing the hypothesis.

D. Extension and Enrichment

. Further reading and related research assignments appear in:

. Alfred Young, The Debate Over the Constitution (Chicago: Rand McNally, 1965)
. Schragg and Halsey, The Ratification of the Constitution and the Bill of Rights (Boston: D.C. Heath, 1964)

. Professional historians have tested the hypothesis and have reported data in the following journals, all of which have been reprinted by Bobbs-Merrill:

- Elkins and McKittrick, "The Founding Fathers: Young Men of the Revolution," Political Science Quarterly, LXXVI No. 2 (June, 1961), pp. 181-216.
- Cecilia Kenyon, "Men of Little Faith," William and Mary Quarterly, 3rd Series, XII:I (January, 1955), pp. 3-43.
- John Ranney, "The Basis of American Federalism," William and Mary Quarterly, 3rd Series, III:I (January, 1946).

The assumption was originally made by Charles Beard in An Economic Interpretation of the Constitution (New York, 1913).

STUDY UNIT - GRADE TWELVE

UNIT TITLE: The Bill of Rights (See p. 128.) TIME SPAN: 2-4 weeks

Concepts: Justice, Social Control, Freedom

OBJECTIVES - Students will be able to:

A. Identify current issues that involve interpretation of the Bill of Rights.

B. Recognize that the judicial interpretation of certain rights has changed and continues to change.

C. Apply constitutional rights as a criterion for judging governmental actions.

CONTENT

A. Fourteenth Amendment and the Bill of Rights

1. Due process clause

2. Equal protection clause

B. Rights to Equal Treatment

1. Racial issues

a. Housing

b. Employment

c. Education

. Minority isolation
. Educational quality
. Stereotyping of instructional materials

B. (Continued)

d. Transportation

e. Voting

f. Jury service

2. Women as "a minority"

a. Employment

b. Wage scales

c. Social inequities

d. Political inequities

3. Age discrimination

a. Hiring practices

b. Retirement

C. Due Process

1. Arrest and questioning
2. Search and seizure
3. Arraignment and intermediate steps
4. Trial and appeal

D. Personal Freedom

1. Expression
   a. Speech and press
   b. Limitations
2. Worship
   a. Free exercise
   b. Separation of state and church
3. Privacy
4. Involuntary servitude
5. Bearing arms

E. Historical Development of Selected Rights

EVALUATION STRATEGIES

. Students will have opportunities to:

. Write essays.
. Take part in class discussions involving critical issues.

LESSON PLAN OUTLINE

TOPIC: The Bill of Rights--Current Issues (See sample unit, p. 138.) GRADE LEVEL: 12

A. Objective

Students will be able to identify current issues that involve interpretation of the Bill of Rights. (A) (See p. 138.)

B. Materials

1. Textbook: Appropriate U.S. Government book

2. Classroom copies of current events resource materials dealing with the Bill of Rights (i.e., Student Outlook, various newspapers and magazines)

3. Paper, pencils

C. Sequence of Instructional Plan

1. Introduction

Ask students to save newspaper articles that seem to raise an issue involving the Bill of Rights. (Reproduce the articles for all class members, as needed.)

Precise issues to be raised by class members will depend on the news coverage and may include:

- Death penalty
- Eminent domain evictions
- Demonstrations and civil disobedience
- Reporter's rights to protect sources
- Desegregation
- Obscenity

2. Development

a. Lead the class in a discussion of the articles presented, grouping them into a continuing series of stories. For each story, be sure the class agrees on what the facts are.

b. Clarify the issues presented by class members.

. What happened?
. What law was broken?
. What right was claimed to be infringed?

c. Ask students to cite similar cases and to consider alternatives: What would happen if...?

d. Discuss what the eventual legal decision might be.

e. Discuss what students believe the decision should be. Encourage students to explain why they perceive one value as more important than another.

3. Conclusion and Evaluation

Show students a series of headlines presented on the overhead projector. They are to identify the specific constitutional right that is related to each headline.

D. Extension and Enrichment

. Request that students continue to follow up any story in which they are particularly interested during the remainder of the semester and to report the outcome to the class.

LESSON PLAN OUTLINE

TOPIC: Television and the Bill of Rights (See sample unit, p. 138.) GRADE LEVEL: 12

A. Objective

Students will apply constitutional rights as a criteria for judging governmental actions. (C) (See p. 138.)

B. Materials

1. Textbook: Appropriate U.S. Government book selected by teacher

2. Classroom copies of current news articles dealing with Bill of Rights (e.g., Student Outlook, various newspapers and magazines)

3. Paper, pencils

C. Sequence of Instructional Plan

1. Introduction

Instruct students to watch a television "police" show and note the details of each arrest, search, seizure, and method of questioning.

2. Development

a. Divide the class into groups, according to the program observed. Ask members of each group to discuss the program in terms of the rights of the accused. The following questions may be used by each group to determine if the rights of the accused were violated:

. Was there a warrant or probable cause for each arrest?
. Was the accused informed of his/her rights and offered the services of an attorney?
. Was the suspect accused of a specific crime?
. Was there a warrant or probable cause for any search?

b. Request that each group report its judgment of the manner in which the individual was treated. (Clarify any legal questions by referring students to the court decisions referred to in texts cited in the unit outline.) Ask the class to consider what would have happened had the officer not acted in that particular manner.

c. Conduct a value continuum exercise on whether a police officer should be allowed to act in the manner portrayed. (The extremes of the continuum would represent individual rights vs. groups rights for the protection of society.)

3. Conclusion and Evaluation

Draw a column on the chalkboard for each procedural right, and have the class list incidents involving these rights. Arrange them from actions clearly not infringing on the right to those which clearly do. Draw a line in each column for the legal distinction, and have class discuss where the line ought to be drawn.

D. Extension and Enrichment

- Ask students to write group letters to the network asking for reasons for the type of portrayal involved in the presentation.

- Involve students in "The Self-Incrimination Game," Bill of Rights Newsletter (November, 1976). The material may be obtained from the Constitutional Rights Foundation, 6310 San Vicente, Los Angeles, CA 90048.